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ABSTRACT

This study evaluates a school district's guidance and counseling program. The report is divided into five sections: (1) Context Evaluation; (2) Input Evaluation; (3) Process Evaluation; (4) Product Evaluation; and (5) Future Planning. The first section discusses the history of the program, including past needs, as well as program policies, guidelines, scope, and counselor training. Section 2 outlines the budget and revenue concerns along with expected community resources. The next section emphasizes the district's commitment to the continual assessment of the program's effect on students. Also included are improvement objectives, staff responsibility statements, and staff development plans. In section 4, the author drew upon research reports, surveys, student interviews, and check lists to monitor the program. Results indicate that the program met its goals and enhanced learning. Included here are specifics on counselor training and awards from the 1992-93 program. In the future, K-12 counselors will continue to implement and articulate a program that will meet the increasing and complex needs of students. Counselors will continually upgrade counseling skills necessary for implementing and managing a comprehensive, developmental guidance and counseling program. Three appendices provide counseling program descriptions in two high schools, along with an analysis of program case studies. (RJM)

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94-127

GUIDANCE AND COUNSELING

PROGRAM EVALUATION
1993-94

ED 375 342

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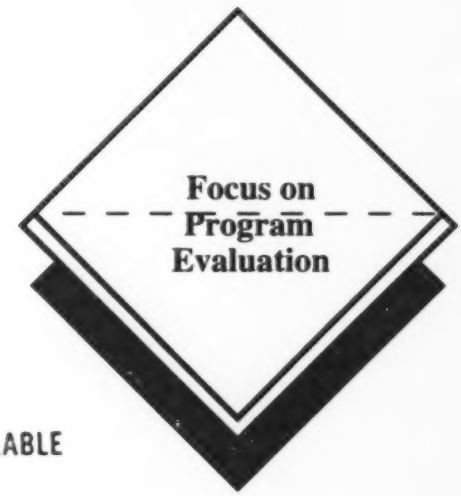

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K-12 GUIDANCE AND COUNSELING PROGRAM

Evaluation Abstract

CONTEXT EVALUATION

Recently, national leaders have proposed six broad educational goals that will guide American schools into the next century. Accomplishment of the six national goals will require that the personal/social, career/vocational, and academic/educational needs of students be addressed. Research has consistently demonstrated that self esteem, social competence, and other significant needs addressed by guidance and counseling personnel correlate with academic success. Guidance and Counseling programs have historically served two major functions within the educational setting: (1) to address the social, emotional, personal, environmental, and developmental needs of students so that they are better prepared to take advantage of academic programs and (2) to facilitate the transition of students into the worlds of work, family, community, and citizen. The Guidance and Counseling Department in Des Moines Public Schools continues this tradition through a continuously evolving comprehensive, developmental program. It provides a curriculum-based program designed to enhance learning to a diverse community of students. The essence of the program is preventive, given shape by the developmental needs of children and adolescents. Remedial and crisis counseling are also provided in recognition that the majority of students, at various times, experience interferences to successful resolution of developmental tasks. The primary goal of the Guidance and Counseling Program is to facilitate the optimal personal/social, career/occupational and academic/educational development of all students.

The Guidance and Counseling Department delivers its program in a context of expanding knowledge about the developmental nature of children and adolescents, changing challenges to optimal growth, changing work place demands and shrinking resources to support the program. All of these factors require the program to undergo constant change. As the program meets these challenges, it continues to evolve from a reactive, service-delivery program to a comprehensive, proactive, curriculum-based program central to the educational process. Continual training of counselors in developmental and remedial needs of children and adolescents, in best practices for meeting those needs, and in successful program delivery are essential if the Guidance and Counseling Department is to successfully fulfill its mission so vital to the educational process. To assist counselors in this task, the supervisor assumes the responsibility to provide leadership, support, and training.

INPUT EVALUATION

The total 1993-94 budget for the Guidance and Counseling Program is $4,590,294. The primary budget expense of $3,256,857 supports salaries for 90.6 school counselors. The budget provides for 43.6 counseling positions in elementary schools, 20 in middle schools and 26 in high schools. Other major budget items include: 9 middle school clerks ($31,125); one district Supervisor, 0.4 Guidance Consultant, and Guidance Secretary ($87,022); equipment, supplies, and materials ($69,018); staff travel and mileage ($2,100); and training activities for all K-12 counselors ($4,896). Another source of support is the Dropout Prevention Budget which provides for three middle school and five high school School-within-a-School counselors. In addition to district budget allocation, the Guidance and Counseling Program received $128,520 from a Federal Drug-Free School and Communities School Personnel Training Grant. The program also receives a tremendous amount of support from business community, local non-profit agencies and organizations, Area Education Agency 11, and the media.

PROCESS EVALUATION

The Guidance and Counseling and Information Management Department is committed to continually assessing the effects of the program on students. Research has been conducted to evaluate the needs of students, parents, teachers, and administrators; the effectiveness of activities designed to meet these needs, and the perceptions of stakeholders groups served by the Guidance

and Counseling Program. Research activities carried out under a 1992-93 Des Moines Public Schools K-12 Counseling Research project include: (1) structured interviews and surveying of middle school students, (2) systematic K-12 student case studies, (3) elementary administrator and student surveys, (4) counselor logging. Extensive program evaluation and activities currently being carried out include : the Smoother Sailing School Personnel Training Grant, Smoother Sailing Program Study and Stakeholder meetings, Middle School Leadership Training, District Guidance Executive K-12 Committee Initiatives, and District Advisory Committee high school student interviews.

PRODUCT EVALUATION

Research reports, student, administrator, and parent surveys, student interviews, and check lists used to monitor the counseling and guidance program indicate that the goals of the program are being addressed and learning is being enhanced. Smoother Sailing evaluation efforts examined systematic case studies, counselor activities, and building administrators, teachers, parents and students perceptions of the program. There has been a significant increase in utilizing the Student Assistance Program. The number of child abuse reporting investigations has also increased significantly due in part to Smoother Sailing. The results of these activities provide a rich source of information about student developmental needs, the role and effectiveness of counselors, and the relationships between students and counselors.

FUTURE PLANS

K-12 counselors will continue to implement and articulate a program that will meet the increasing and complex needs of students. Counselors will work to ensure the curriculum addresses students' unique learning needs. They will continue to upgrade counseling skills necessary for implementing and managing a comprehensive, developmental guidance and counseling program.

Elementary counselors in schools with 1:250-375 counselor/student ratios will implement the Smoother Sailing curriculum and provide small group opportunities to all students. Elementary counselors in fourteen schools with over 1:400 counselor/student ratios will seek ways to provide small group opportunities to more students and to increase consultation with staff and parents.

Middle school counselors will increase delivery of the guidance curriculum to more students. Collaborating with Smoother Sailing and high school counselors, they will assist students in their transition into sixth and ninth grade through a variety of counseling activities and strategies. They will assist students in career searches through Choices, Jr. and the teacher/advisor program. Additional clerical help will be sought to allow counselors time to provide more classroom instruction and small group opportunities.

High school counselors will work with the district's Technology Plan Implementation Team to implement the new student scheduling program. They will analyze the high school students interviews and, through monthly leadership training, refine their program to ensure students successfully transition into the world of work or college. The two pilot programs will continue to be monitored and evaluated.

The Guidance Supervisor, District Guidance Executive Committee, and District Guidance Advisory Committee will creatively seek ways to offer all students a comprehensive, developmental guidance and counseling program. If awarded a Drug Free Schools Counselor Training Grant, secondary counselors will receive intensive supervision/technical assistance from a highly skilled Counselor Training Specialist and Peer Counselor Facilitator Cadre to enhance their counseling skills and strategies. They will examine traditional components of secondary guidance programs and infuse the best practices into their programs. Future research is also proposed in this grant.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Please call (515) 242-7839.

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GUIDANCE AND COUNSELING

DEPARTMENT OF TEACHING AND LEARNING
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DEPARTMENT OF GUIDANCE AND COUNSELING
Janice Kuhl, Supervisor
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DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

GUIDANCE AND COUNSELING MISSION STATEMENT

"THE GUIDANCE AND COUNSELING PROGRAM WILL PROVIDE TO A DIVERSE COMMUNITY OF STUDENTS A PROACTIVE, COMPREHENSIVE, CURRICULUM-BASED, DEVELOPMENTAL PROGRAM DESIGNED TO ENHANCE THE LEARNING OF ALL STUDENTS."

GUIDANCE AND COUNSELING K-12 PHILOSOPHY

The Guidance and Counseling Program in the Des Moines Public Schools is responsive to students from diverse ethnic, social and economic backgrounds. It is based on the belief that guidance is for all students; and its purpose is to maximally facilitate student development. The program is developmental, proactive, and includes remedial and crisis counseling. In order to meet the needs of all students, the program includes goals in three distinct, yet overlapping, areas of competency: personal/social, career/occupational, and academic/educational. The program provides a framework that allows the specific nature of an individual building program to vary according to local culture, needs and resources. The comprehensive, curriculum-based, developmental guidance and counseling program requires the cooperative effort of counselors, teachers, administrators, support staff, parents, and community.

CONTEXT EVALUATION

History

The 1990-1991 Program Evaluation Report provides a detailed chronology of the evolution of Des Moines Public Schools' Guidance and Counseling Program from 1946 through 1991. This chronology traces the growth of the program from a secondary level, limited testing clinic in 1946 through the creation of Smoother Sailing, and concludes with the tax-supported expansion of Smoother Sailing to all 41 elementary schools in 1991.

Elementary Program History

The history of Guidance and Counseling has been an evolution from a crisis/remediation services model to a comprehensive/developmental program model. From 1971-1979, the guidance and counseling program for elementary schools was delivered through the assistance of a guidance consultant from the Heartland Area Education Agency. Gradually from 1980 through 1987, Des Moines Public Schools began to include elementary counseling staff positions. The limited number of counselors worked predominantly with students who were in crisis or in need of remedial interventions. This model precluded opportunities to proactively address developmental concerns of all students. Simultaneously, there was a growing awareness that all children needed to learn skills to cope with concerns, to manage their emotions, and to make appropriate decisions.

In 1988, a dramatic shift occurred at the elementary school level through the impetus of a group of Des Moines business people. They commissioned a study to explore how elementary school students could be taught to cope with the ever-increasing stresses. A "Think Tank" of nationally recognized child experts was held in Washington, D.C. to brainstorm the ideal elementary school counseling program. They created components/strategies that characterize a prototype counseling program that would help elementary students grow into mentally healthy, socially competent, and academically successful adults. The counseling program design was based on balancing counselor time among three components: classroom guidance, small group and individual counseling and parent/teacher consulting. They recommended reducing the 1:900 counselor-student ratio to 1:250 and providing an on-going counselor training component.

In 1989 the Board of Education approved implementation of Smoother Sailing as a pilot elementary counseling program in ten schools with the business community providing 100 percent of the financing. The business community continued its financial commitment to Smoother Sailing for two years by contributing 80 percent of the funding to support the program with the Board of Education funding the remaining 20 percent. During that period, residents of Des Moines expressed their support of Smoother Sailing by passing a ten-year Instructional Tax Levy. This levy enabled the school district to expand the counseling program to all elementary schools and add twenty-six new counselors, creating a 1:330 average counselor/student ratio.

In 1992-93 budget constraints resulted in the loss of four elementary counseling positions and raised the average counselor/student ratio to 1:360. In fourteen elementary schools the counselor/student ratio is now over 1:400. These increases required counselors to modify the program by increasing classroom guidance and decreasing small group and individual counseling opportunities.

Smoother Sailing continues to be the prototype for restructuring school counseling programs. Focusing on the emotional, psychological, physical and academic needs of all children, its goal is to develop within each student the strength, confidence and coping skills to reach their fullest potential. In February, 1993, it was again recognized as a premier elementary counseling program by the American School Counseling Association and U.S. Secretary of Education, Richard Riley.

Middle School Program History

In keeping with a national trend, the addition of middle school counseling programs in Des Moines followed a high school guidance model. Viewing middle school students as young high school students, counselors provided basically the same services provided by high school counselors, including class scheduling, post-secondary education guidance and crises-intervention individual counseling. Research has begun to define the middle school student as a young adolescent with developmental needs that are qualitatively different from high school students and middle school counselors have begun to move to transform middle school counseling. They, too, are moving from a service model to a proactive comprehensive/developmental program model which addresses the unique needs of the young adolescent. They are actively redefining their roles as separate from the elementary and high school model to accommodate the variable and changing nature of the middle school student.

Recognizing the critical needs of students and some families' on-going need for a broad, prevention-based counseling environment that promotes maximum student development in all spheres of life, counselors are looking at innovative ways to offer more classroom guidance, small-group counseling sessions, and to more efficiently utilize the teacher-advisor program and interdisciplinary teaming opportunities. They are, however, extremely frustrated with the lack of time available to address these needs due to the lack of adequate clerical assistance. They also report an increasing number of quasi-administrative tasks being added to their job responsibilities. In addition, with the infusion of Smoother Sailing into all 42 elementary schools, there is an increased demand from parents and students for more guidance and counseling opportunities.

There have been some descriptions in the literature about exemplary middle school guidance programs, but a clear, widely-recognized design or model is not available. Through the Middle School Counselor Leadership Training, counselors are also looking nationally for models.

High School Program History

Historically, counselors in Des Moines Public Schools were assistants to the administrative arm of the school. They scheduled students, balanced classes, administered tests, and performed a variety of other technical or quasi-administrative tasks. In order to meet the ever increasing needs of a diverse youth population and increasing societal demands, it was inevitable that the high school counseling and guidance program change. Although the above mentioned tasks still consume a majority of the counselors' time, during the past three years, counselors have been committed to moving from a service model toward a more proactive, developmental program model.

There are two innovative models being piloted to support the movement. Lincoln High School counseling staff has restructured their program into two teams. The Administrative Counseling Team focuses on assisting students in the selection of courses and participates in other administrative-related tasks/responsibilities. The Student Counseling Team is organized to conduct guidance and counseling activities in the personal/social domain. (See Appendix A). Roosevelt High School Counseling staff has restructured its program utilizing each counselor's specialized expertise to systematically address the personal/social, educational, and career needs of all students. (See Appendix B). All counseling programs are seeking ways to eliminate non-guidance and counseling duties and clerical tasks in order to more efficiently use counselor strengths and time.

Individual buildings are also creating teams with counselors whose specialized skills and interests compliment each other. A talent mix of counselors with interests in personal/social, career/occupational, and academic achievement/educational planning domains is available in all buildings.

There are 26 high school counselors and student services coordinators and one School-Within-a-School counselor at each of the comprehensive high schools. Two high school counseling positions cut in Spring of 1990 at Roosevelt and Lincoln High School have been replaced and an additional counselor hired at Roosevelt. In both high schools, where these positions were refilled, innovative counseling pilots are being implemented.

"Counseling Positions in the Des Moines Public Schools System, 1981-1993," shows the dramatic increase in elementary counselors over the past thirteen years as well as the significant cut in 1993. This exhibit shows the relatively static growth in the number of counselors at the middle school level during that same time. However, it demonstrates the increase in counseling assistance for at-risk middle school students with the hiring of three middle school SWS counselors. The addition of three high school counselors since 1991 is noteworthy.

COUNSELING POSITIONS IN THE
DES MOINES PUBLIC SCHOOL SYSTEM
1981-1994

Fall of	High School	High School SWS	Middle School	Middle School SWS	Gifted & Talented	Elem Program	Smoother Sailing	**TOTAL**
1983	25.0	0.0	18.5	0.0	0.0	5.5	0.0	**49.0**
1984	25.0	2.0	19.0	0.0	0.0	7.5	0.0	**53.3**
1985	24.0	5.0	20.0	0.0	1.0	8.5	0.0	**58.5**
1986	24.0	5.0	20.0	0.0	1.0	8.5	0.0	**58.5**
1987	25.0	5.0	20.0	0.0	1.0	12.5	0.0	**63.5**
1988	25.0	5.0	20.0	0.0	1.0	12.5	10.0	**73.5**
1989	23.0	5.0	20.0	0.0	1.0	12.5	10.0	**71.5**
1990	23.0	5.0	20.0	0.0	1.0	13.0	10.0	**72.0**
1991	24.0	5.0	20.0	1.0	1.0	0.0	47.5	**98.5**
1992	24.0	5.0	20.0	3.0	1.0	0.0	47.5	**100.5**
1993	26.0	5.0	20.0	3.0	1.0	0.0	43.6	**98.6**

Past Studies of Guidance and Counseling Programs

Following is a summary of studies conducted over two decades of growth and development. "Past Studies, Common Findings and Recommendations" summarizes critical areas of concerns, limiting factors, and obstacles that affect counselors' abilities to meet the needs of students.

PAST STUDIES, COMMON FINDINGS AND RECOMMENDATIONS OF THE GUIDANCE AND COUNSELING PROGRAM, 1961-1993

I. The Hoyt Report; 1961-62
II. The Blocker-Ferguson Study; 1969-70
III. Self-Study; 1979
IV. Des Moines Public Schools Evaluation Department Study; 1983-84
V. The Career Education Advisory Committee Study; 1983-84
VI. Des Moines Public Schools Evaluation Department Study of the Smoother Sailing Program; 1988-89
VII. K-12 Program Evaluation: Curriculum Mapping/Logging
Smoother Sailing Evaluation 1992-93
VIII. Smoother Sailing Program Study; 1991-92
IX. Middle School Student Needs Focus Study; 1993

PROGRAM RECOMMENDATION	Studies Listed Above								
	I	II	III	IV	V	VI	VII	VIII	IX
1. Counselors should be placed in elementary schools.	√	√		√	√	√	√	√	
2. Lower Student-to-Counselor ratios.	√	√		√	√	√	√	√	√
3. Need more well-trained counselors.	√	√	√		√				√
4. Counselors have too many administrative duties.	√	√	√	√	√		√		√
5. Counselors need more time available to do personal counseling.	√	√	√	√	√		√	√	√
6. Counselors need more time to do career planning with students.		√		√	√		√	√	√
7. Counselors should assist with educational planning but should not be responsible for the scheduling/grading process.	√	√		√	√		√		√
8. Secondary counselors need more secretarial help.		√	√	√	√		√		√
9. Counselors should not be responsible for time consuming duties involved in coordination/chairing of staffing and evaluations of special education students.				√	√		√	√	
10. Differentiated areas should be assigned for high school counselors to allow them to specialize in providing services. Examples are: a) personal/social counseling, b) post high school educational choices, c) scholarships and aid, and d) career/vocational information and selection.		√		√	√				
11. Duties that keep counselors unavailable to students before/after school and at noon should not be assigned to counselors, nor should disciplinary problems.	√		√	√	√	√	√	√	√

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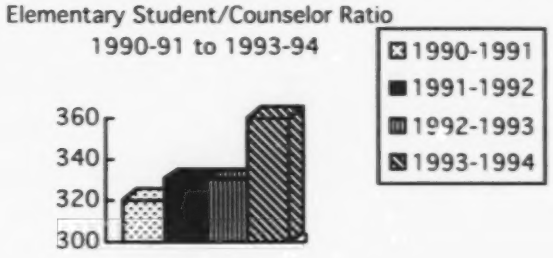
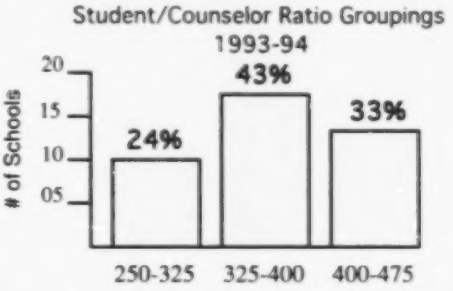
Past Needs Affecting Current Operation

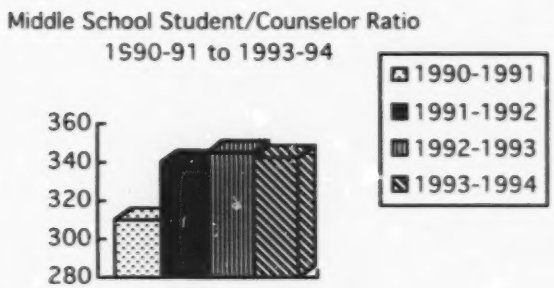
Several needs identified in the previous 1991 Evaluation Report as critical future needs have been accomplished and have significantly enhanced the ability of the Guidance and Counseling Program to meet the personal/social, academic/educational, and career/occupational needs of more students:

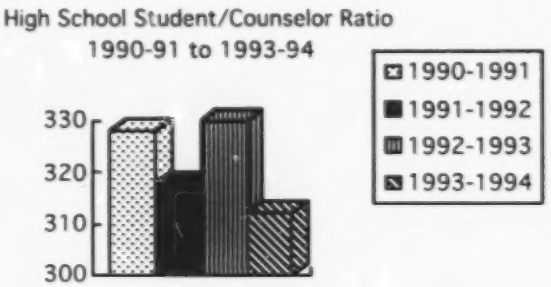
- Counselors were needed in every elementary school. All Des Moines elementary students receive a comprehensive counseling program aimed at improving student outcomes by improving self-esteem, problem-solving skills, attendance, and safety. The reduction in the number of elementary counselors in 1993-94 has increased the average counselor to student ratio to 1:360. The Ratio Groupings chart below illustrates that only 24 percent of the elementary schools have approximately the student/counselor ratio originally identified in the Smoother Sailing model, (1:250). The remaining 76 percent have ratios that exceed the recommended ratio. Counselors in those buildings with ratios in excess of 1:400 are only able to implement three of the five Smoother Sailing program components.





- A lower student/counselor was needed in two high schools. Roosevelt High School added two additional counselors in the Fall of 1993 and is piloting a new program. In 1991, Lincoln High School replaced the counseling position cut in 1989 due to retirement and has also restructured its guidance staff into two teams (administrative team and student counseling team). It has been an on-going goal of the Guidance and Counseling Department to reduce student/counselor ratios in all secondary buildings. That ratio has remained relatively stable at the middle school level, while decreasing at the high school level. The amount of counseling help available for at-risk students increased in 1992 as a result of the expansion of the SWS program. There are presently five SWS counselors serving each of the district's comprehensive high schools and three shared SWS counselors for six of the district's middle schools. SWS provides a critically-needed, specialized guidance and counseling program to at-risk students. The SWS Evaluation Report is available in the district Guidance and Counseling Office.





- Computers have been purchased for every middle and high school counselor that has access to the Mid Iowa Computer Center Mainframe. These computers allow counselors to expedite scheduling, grading, and transferring student information. In addition, career guidance software (the Guidance Information Search (GIS), Choices, Choices, Jr.) was purchased for all secondary buildings .

- Money and release time to provide skill-building opportunities for K-12 counselors was cited as a critical need. Counselors need to keep abreast of strategies and skills to successfully deal with both the developmental and crisis needs of students. Through the Federal Drug Free Schools School Personnel Training Grant, this need is being addressed on the elementary level. With the support of the secondary administration, the middle school leadership training is offering middle school counselors additional training and opportunity to study how their program addresses the unique needs of middle level students. It is still difficult for high school counselors to find time to time to participate in staff development opportunities.

Several needs identified in the previous Evaluation Report as critical future needs have not been accomplished and hamper the ability of counselors to assist students and refine their programs.

- More clerical help is needed for the middle school counseling department. Currently five schools have only three hours of clerical help daily. The pay is $5.00/hour with no health benefits, sick leave, or vacation days. It is difficult to fill these positions and keep the same individuals in the positions. Several schools have gone without any help for months because of these factors. When a secretary is not there, students sit unsupervised while waiting for a conference, phones may not be answered, and a significant amount of clerical work is not completed. In addition, counselors spend approximately 25 percent of their time doing clerical jobs which take them away from implementing their program with students. Without additional full-time secretarial help, counselors cannot possibly meet the personal/social, academic/educational, and career/occupational needs of their students.

- The need to streamline scheduling has been documented in every external study made of the Guidance and Counseling Program. Counselors and Student Services Coordinators continue to spend over half of their time helping with the master schedule, the scheduling process, and other functions required to handle students' grades and records. Many of these tasks are clerical and take time away from more meaningful contact with students. The scheduling program must be updated, the student records system improved, and all counselors need additional training in the use of new technology and software.

- More district consultant assistance is needed due to the significant increase in counselors and the number of changes, innovations, and initiatives altering the district's Guidance and Counseling Program. In the past three years the department has added 26.5 new counseling positions bringing the total to 98.5 positions. Of these, 23 were first-year counselors. Three new SWS counselors were added also. In the 1991 Evaluation Report, the Supervisor requested additional consultant and clerical assistance to aid these counselors in starting their programs, balancing the programs, and understanding the rules and regulations. Another consultant has not been added, and instead, the district Guidance and Counseling Department sustained a major staff reduction when the Smoother Sailing Coordinator position was not refilled in the fall of 1992. The assignment of the SWS 0.4 Coordinator's position to the District Guidance Department for the 1993-94 year has helped greatly, but a full-time district consultant to support building-based counseling staff and new initiatives is critical.

State of Iowa Standards. 12.5(21) GUIDANCE PROGRAM. Each board operating a pre-kindergarten through grade twelve or kindergarten through grade twelve program shall provide an articulated, sequential elementary-secondary guidance program to assist students with their personal, educational, and career development. The program shall involve not only counselors but also instructional and non-instructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly certified staff shall be employed.

State Department Comment: A comprehensive guidance program must be provided with sufficient resources including certified personnel to insure a full range of services to each student. A developmental guidance program is multi-disciplinary, requiring collaboration and teamwork. Although counselors plan, direct and carry out many of the guidance activities, the responsibility for the program is shared with teachers, administrators, supervisors, and parents.

State Requirements: Certification of a School Counselor. To receive the required credentials to work as a school counselor in the state of Iowa, an individual must have a bachelor's degree in education with a teaching major, have successful teaching experience, and have attained a master's degree in school counseling at the level at which the counselor desires to work. All Des Moines Public School System counselors are fully certified.

American School Counselor Association Standards. School counselors are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design and manage comprehensive developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multicultural society. School counselors accomplish this by employing such interventions as guiding and counseling students individually or in small group, by providing curriculum-based information through group guidance, by contributing to the development of effective learning environments and by supporting student advocacy.

Confidentiality Law. Chapter 622(622.10) of the Code of Iowa. No qualified school guidance counselor, who has met the certification and approval standards of the Department of Education, who obtains information by reason of the counselor's employment shall be allowed in giving testimony to disclose any confidential communications properly entrusted to the counselor by a pupil or the pupil's parent or guardian in the counselor's capacity as a qualified school guidance counselor and necessary and proper to enable the counselor to perform the counselor's duties as a qualified guidance counselor.

District Multicultural Guidance and Counseling Standards.

- The counseling program will facilitate communication, empathy and respect among students of diverse racial/cultural groups, males and females, and among students with and without disabilities.

- Counseling services, activities, and materials will support the qualities of nurturance, compassion, assertiveness, independence and cooperation for both sexes.

- Career counseling services, activities, and materials will have occupational titles that are gender-free. The content will transcend traditional bias stereotyping on the basis of race, national origin, gender, disability, and socio-economic background when encouraging career and life choices.

State of Iowa K-12 Comprehensive Developmental Guidance Guidelines. Counseling leaders regard statewide K-12 comprehensive developmental guidance programs as the most effective way to establish the developmental counselor role. This is broadly defined as providing structured developmental guidance through individual and small group counseling (aimed at both content and process needs); large group guidance (including classroom and curricular guidance); consultation with and in-service training of teachers; consultation with and education of parents; and coordination of related guidance services. The implications for counselor training include renewed emphasis on child and adolescent growth and development, group work, and consultation.

K-12 Sequential Developmental Written Guidance Curriculum. Manuals at each program level have student goals, outcomes, and developmentally-appropriate objectives along with an extensive listing of activities to meet those objectives. Program manuals for Elementary/Smoother Sailing, Middle School, and High School are available in the Guidance and Counseling Office.

Nationally Certified Counselors (NCC). About 10 percent of the counselors in the Des Moines system are Nationally Certified Counselors. To use the NCC designation, the counselor must successfully pass nine sections of the rigorous certification examination. Counselors are not required to be nationally certified in order to work in Iowa schools. National certification demonstrates significant evidence of counselors' professionalism and commitment.

District Guidance Advisory Committee. The city-wide Guidance Advisory Committee meets quarterly. It consists of middle and high school students, parents, teachers, administrators, community representatives, and counselors. The purpose of the committee is to provide direction for the K-12 guidance and counseling program, to determine student needs, to inform stakeholders about the program, and to seek ways to collaborate with a variety of community agencies, businesses, and organizations.

District Guidance Executive Committee. Sixteen K-12 counselors have assumed leadership roles as members of the District Guidance Executive Committee. Their goal is to successfully implement the K-12 comprehensive guidance and counseling program. They address curriculum, program accountability, and counselor professional development. The 1993-94 focus is to successfully articulate the "transitioning" curriculum from elementary into high school and into the world of work or college. They also encourage feeder school communication, and strategies to successfully articulate the curriculum across levels. There are three subcommittees: K-12 Program Implementing, K-12 Counselor Training and Communication, and Public Relations.

Principles/Scope and Sequence

Overall goals of the Guidance and Counseling Program are consistent at all levels throughout the district. However, operational goals and objectives reflect principles which vary according to the developmental needs of students at each level. The K-12 principles for elementary, middle, and high school counseling programs are as follows:

The guidance and counseling program is for all students. Each student is a worthy individual possessing unique qualities, abilities, and needs. Thus, the program focuses on identifying student needs and providing each individual with the opportunity to meet those needs. Every individual has the right to dignity as a human being without regard to gender, ethnicity, religion, sexual orientation, socio-economic status, or physically/mentally-challenged conditions. As with other programs within the school which are designated for all students, special written permission to meet with students is not required.

The guidance and counseling program is developmental. The program is based on the premise that there are needs and concerns which are common to all students. These common needs can best be met through a carefully planned, sequential program. This developmental program recognizes that student needs vary according to age. It views the counselor as an advocate and change agent for the student.

The guidance and counseling program is an integral part of the total educational program. Since social, emotional, and educational development occur simultaneously, a complementary relationship exists between the instructional and the guidance and counseling programs. It is important to have the support and participation of all those involved in the implementation of the comprehensive guidance and counseling program. A team approach is critical to the success of this cooperative effort, and the school counselor provides the leadership for it.

The guidance and counseling program is preventive. Life skills are developmental. The program is concerned with developing age-appropriate life-coping skills as a preventive measure.

Guidance in concerned with remediation and crisis counseling. Counselors are aware that some students will need additional counseling for the development of life skills. In addition, if a crisis does occur, the counselor will be available to assist, assess, and refer to community resources when appropriate.

The guidance and counseling program is concerned with society as a whole.

Emphases of the program include:

- an understanding of the dynamics of human behavior,
- the development of interpersonal relationship skills,
- the development of satisfying and socially acceptable methods of coping,
- the development of responsible decision-making skills with an emphasis on personal responsibility, and
- the awareness of career opportunities and options in relation to personal aptitudes, interests, and abilities.

PERSONAL/SOCIAL DEVELOPMENT

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.	For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.	For students of of both sexes, all races, all cultural backgrounds and disabilities to continue growth and development of positive and realistic self-concepts.
For students to develop effective communication skills and an understanding that improved human relations depend upon increased intergroup and interpersonal communication and cooperation.	For students to continue to develop an ability to communicate effectively with individuals and groups through intergroup and interpersonal communication and cooperation.	For students to develop effective intergroup and interpersonal communication skills and increase their understanding of the feelings and rights of self and others.
For students to begin to have an awareness of the attitudes, beliefs, and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.	For students to demonstrate an awareness of attitudes, beliefs, and rights of the self and others while stimulating their respect for the uniqueness of the individual and cultural group.	
For students to begin to communicate their feelings and appropriately respond to the feelings of others.	For students to identify, communicate, and appropriately respond to their emotions and those of others.	
For students to develop a sense of responsibility for their own behavior.	For students to continue to develop and practice responsible personal behaviors.	For students to practice responsible personal behaviors and utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health.
For students to begin to lern skills for problem solving, conflict resolution, decision making, and goal setting.	For students to improve skills for problem solving, conflict resolution, decision making, and goal setting.	For students to further develop skills for effective problem solving, decision making, and goal setting.
For students to begin to develop coping skills to deal with life changes and crises.	For students to continue to develop and practice appropriate skills for coping with life changes/crises.	For students to understand that life is a progression of changes which are unique to the individual and require coping skills and crisis management.
For studentsto develop personal safety skills	For students to continue to develop and practice skills for maintaining personal safety.	See Goal 3 (High School)
For students to learn and practice the group process.	For students to expand their use of the group process.	See Goal 2 (High School)

EDUCATIONAL DEVELOPMENT

	For students to become aware of the role of leadership in daily life.	See Goal 2 (High School)
	For students to become aware of changing emotional and social needs, academic expectations, and physical development associated with middle school age.	For students to realize the influence of educational planning in living a responsible and self-fulfilling life.
For students to be exposed to situations that aid in developing knowledge needed for future educational planning.	For students to increase their involvement in their educational planning.	For students to develop an understanding of the importance of minimum educational competencies needed to function in rapidly changing society.
For students to adjust/function effectively in school.	For students to adjust/function effectively in school.	For students to adjust/funcion effectively in school.
For students to practice skills that facilitate learning.	For students to practice skills that facilitate learning.	For students to utilize skills that facilitate learning.

CAREER DEVELOPMENT

For students to become aware of the diversity of careers and the world of work available to both sexes, all races and cultural backgrounds, and the disabled.	For students to continue to become aware of the diversity of the world of work and related life skills available to all races, people of all cultural backgrounds, and the disabled.	For students to be actively engaged in the career and vocational development process, utilizing the knowledge that the diversity of careers in the world of work is for both sexes, all races, all cultural backgrounds, and the disabled.

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Elementary School Training

Remaining drug and alcohol free is a vital goal for students in Des Moines Public Schools. In order to meet this goal children need a specific set of prevention skills and knowledge. Among these are problem solving, decision making, conflict resolution, refusal skills, and coping skills. Elementary counselors play a primary role in facilitating the development of these skills. Through classroom and small group guidance activities, counselors present the information needed and teach the skills necessary for children to remain drug and alcohol free. Counselors have identified a need for greater skill in conducting small group counseling sessions. Group counseling sessions provide an opportunity for children to implement and practice newly acquired skills in a safe and supportive environment. Group counseling differs from group guidance in three important areas: (1) the source of content around which the students interact, (2) how the students interact with each other and with the counselor, and (3) desired outcomes. Each makes unique contributions to the development of prevention skills. Counselors have consistently requested training in leadership skills required to effectively facilitate small counseling groups.

In 1993, the Counseling and Guidance Department was awarded a grant from the Drug-Free School and Communities program to provide training in small group counseling as it relates to drug and alcohol abuse prevention. This grant provides all elementary counselors the opportunity to gain knowledge in this area and provides twenty-three elementary counselors intensive supervision and feedback as they implement and practice the knowledge and skills presented. Counselors participating in the grant-funded training program represent twenty elementary schools in the district drawn from a diverse sample of all socio-economic areas served. Counseling skills will be assessed during the two-week summer lab session.

Middle School Training

In 1993, Dr. Barbara Prior, Executive Director of Middle and High School programs, middle school administrators, Penny Bisignano, AEA11 Consultant, and the Supervisor of Guidance and Counseling met to discuss the results of the middle school student interviews and counselors' involvement in middle level transformation. Approval was given for counselors to participate in a year-long leadership training. This training focuses on the emotional, physical, and intellectual needs of middle school students, information from the National Middle School Association, and student interviews. Counselors are looking at present practices and program components, linking them to student needs, and identifying strengths and gaps.

High School Training

In previous years, high school student services coordinators met monthly to address district issues and K-12 counselors and student services coordinators met biannually. During the 1993-94 year, the District Executive Committee identified the need for middle and high school counselors to meet by level to network and set direction for their programs while enhancing their counseling skills. Two additional high school training sessions were offered and two support groups are now being initiated for counselors to network across the district and county. Members of two high school counseling staffs visited exemplary programs in Nebraska and Illinois and shared information with other counselors.

INPUT EVALUATION

Budget and Sources of Revenue

Guidance counselors and district guidance staff are paid from the General Fund.

Human Resource Expenditures 1993-94

1. Elementary	
Total No. of Buildings	42
No. of Counselors: Full-time Equivalent (FTE)	43.6
Average Salary	$33,236
Total Salaries	1,479,035
Total Salaries with Benefits @ 34%	$1,981,907
2. Middle School	
No. of Buildings	10
No. of Counselors (FTE)	20
Average Salary	$38,365
Total Salaries	767,308
Total Salaries with Benefits @ 34%	$1,028,193
3. High School	
No. of Buildings	8
No. of Counselors (FTE)	26
Average Salary	$38,865
Total Salaries	1,010,514
Total Salaries with Benefits @ 34%	$1,354,089
4. District	
Guidance Office Administration in FTE's:	
Supervisor (1)	$49,918
Secondary Consultant (0.4)	21,816
Clerical Staff(1)	15,288
Benefits at 34%	29,587
	$116,609
Total Salaries and Benefits	**$4,480,798**

Salary Explanation: All counselors K-12 are paid on the same salary schedule. The high school counselors have the most seniority, and the elementary counselors, on the average, have the least seniority. In addition, secondary Student Services Coordinators receive a stipend for additional responsibilities. These two factors explain the difference in the average salaries paid at each level.

The human resource need is a well-trained counselor who understands and possesses the skills needed to help individuals grow and develop to their fullest potential. The counselor must be carefully selected and willing to improve counseling skills continuously in order to address changing student needs.

Equipment, Materials, Supplies Budget 1993-1994

Cost per year of equipment, materials and supplies furnished to K-12 Guidance and Counseling Departments is $61,670. Equipment, materials and supplies purchased follow:

Elementary

- Guidance and counseling kits (Friends and Me; Body Rights; Drug Free Duso, parent education programs and newsletters, puppets, games, art supplies)
- Children's counseling books for children, parents, and staff
- Printing of information and activities for counselors, students, parents
- ITBS Study Skills pamphlets
- Tables, student chairs, files, video cameras and tripods

Middle School

- License fee for Choices Jr. Computerized Information System and Student Checklists
- Printing of Secrets for Success with ITBS for middle school students
- Career interest and career aptitude tests, pamphlets, and books
- Guidance and Counseling manuals, books, and kits
- Printing of information for counselors, students, parents
- Printers, paper shredder
- Furniture, carpet, and walls for sight and sound confidentiality

High School

- Choices Information System yearly license
- Guidance Information System yearly license
- Printing of Planning for Work/Planning for College for every junior in every high school
- Occupational Outlook Handbooks, Career Interest, and Career Aptitude Tests
- College preparation books, software and manuals for preparing for ACT, SAT I, and PSAT
- Printing of information for counselors, students, and parents
- Computers, printers, paper shredders
- Furniture, carpeting, and walls for sight and sound confidentiality

Cost of Training 1993-94

District Funds

Elementary	$919
Middle School	$2,397
High School	$1,580
TOTAL DISTRICT FUNDS	**$4,896**

The district contribution to training K-12 counselors for the 1993-94 school year is $4,896. The average district cost of training for each elementary counselor was $21; middle school counselor, $119; and high school counselor, $53. More money has been allocated at the middle school level due to their involvement in the leadership training and need to define the middle school counseling and guidance program to address middle level student needs and changing expectations from students and parents who have experienced Smoother Sailing.

1993-94 Drug-Free Schools Personnel Training Grant

Salaries:	
Counselor Training Specialist (1)	$36,250
Clerical (1)	16,071
Counselors (23 staff x 6 hours x 10 days)	27,200
Total Benefits	25,047
Total Salaries/Benefits	$104,568
Travel/Conferences	$2,600
Supplies/Materials/Printing	$3,250
Contractual	$10,500
Total Direct Charges	$120,918
Total Indirect Charges	7,588
TOTAL FEDERAL FUNDS	**$128,506**

Total District and Federal Training Funds	**$133,402**

Community Resources

Counselors collaborate closely with a variety of community agencies. This cooperation includes referring families to community resources and enlisting the support of various community agencies in the school guidance and counseling programs. A partial listing of agencies providing assistance to the schools includes: Young Women's Resource Center, National Council on Alcohol and Other Drug Dependencies, Youth Emergency and Shelter Services, College Aid Commission, Family Crises Center, Student Assistance Program, Youth Law Center, Department of Human Services, Child Guidance Center, Polk County Victims Services, Hospice, the Red Cross, and Junior League.

Space Allocations

Guidance offices need to offer students, parents, and staff both visual and auditory privacy. While elementary counseling offices adequately meet this need, some middle and high school offices have failed to provide necessary privacy. During the 1992-93 school year, construction was completed in the counseling offices at Hiatt and Harding Middle Schools to ensure auditory privacy. With the addition of two counselors at Roosevelt High School, similar construction was completed during the 1993-94 school year to ensure auditory privacy for five of their six counselors. Further construction at Roosevelt is still necessary for one counseling office to ensure visual and auditory privacy.

At the high school level, adequate space continues to be a major problem, particularly at Lincoln and East. All counselors are not housed in the same area and individual offices are not conducive to counseling more than one or two students at a time. At the middle and high school levels, SWS counseling offices are often not located in the Guidance Center, which interferes with effective collaboration among counselors. Due to limited seating space, it is also difficult to meet with the student services team or with families. No easily-accessible rooms that offer privacy and a comfortable setting exist for small group counseling which is an effective counseling strategy that allows counselors to address more students' needs.

More space is needed for secretarial staff, student waiting area, and storage. With the increased use of educational/career software, additional space and computers are needed for group presentations.

PROCESS EVALUATION

Principles/Scope and Sequence

As the following strategies are described, it will be evident that the principles are the guidelines for the guidance and counseling activity in the elementary, middle, and high schools. It will emerge that "transitioning" will be a common thread at all three educational levels as the three respective domains, personal/social, academic/educational, and career/occupational, are addressed.

Elementary

Elementary counselors spend approximately 1/3 of their time in classroom guidance, 1/3 in small group guidance, and 1/3 in individual counseling/consulting. Examples of specific units in the personal/social domain are taught which focus on interpersonal relationships, problem solving, safety, stress, loss, and drug prevention. Counselors help all students with: establishing positive and realistic self-concepts; making school a successful experience; developing effective communication skills; recognizing and making the best use of their capabilities; and building skills for coping with life changes. Academic/educational domain activities focus on successful adjustment and success in school. Special attention is given to the transitions which students experience as they move from home into kindergarten and from elementary into middle school. The emphasis in the career/occupational domain is on becoming aware of the diversity of careers available or being a productive, happy citizen and the importance of work.

To determine if counselors are successfully accomplishing their program's goals, on-going evaluative research is conducted. In 1992 the results of a Smoother Sailing study were shared with the Board of Education. The purpose of the study was to investigate behavior and attitude changes in students related to their participation in Smoother Sailing. During the 1992-93 school year the following evaluation was conducted:

Administrator Survey. Twenty elementary principals were surveyed to assess their satisfaction with Smoother Sailing. Eighteen administrators responded to twelve positively-stated items about the counseling program indicating their agreement with each statement on a scale from 1 (strongly agree) to 5 (strongly disagree).

Third Grade Problem Solving Survey. A problem solving survey was administered to third grade students on a pre-post basis. The survey was designed to determine the extent to which students were able to correctly identify problem solving steps (item 1) and were able to select the most appropriate response for solving a problem in a hypothetical situation (items 2 and 3). Pre and post-test results are available on 887 students.

Worries and Concerns Survey. In spring of 1983, approximately 2500 Des Moines elementary students participated in a needs and concerns survey administered by the Des Moines counselors and a Heartland Guidance Consultant. The survey revealed the concerns and problems facing young children and this information was used to develop appropriate guidance curriculum. This study was re-administered by the Smoother Sailing Counselor at Jefferson Elementary in the spring of 1993. Similarities and new concerns were documented and shared with counselors and the counselor curriculum writing team.

Systematic Case Studies. One of the characteristics that defines the Smoother Sailing Program is a distribution of counselor time over three primary areas: (1) classroom guidance with a developmental emphasis for all students, (2) small group work for all students with either a counseling or a guidance focus addressing both developmental and remedial needs, and (3) individual counseling/consultation for students with special needs and their teachers and parents.

While the larger goal of Smoother Sailing's systematic evaluation program is to examine all program components, during the 1992-1993 school year, the individual counseling/consultation component was the focus of examination. This evaluation was accomplished through a series of case studies developed by counselors.

In addition to case studies and training surveys, during the 1993-94 school year the following evaluation activities are also being conducted:

Smoother Sailing Follow-Up Study. An important part of the research effort made by the Guidance and Counseling Department is to examine the long-term impact on students who have gained knowledge and skills as a result of their participation in Smoother Sailing. During the 1990-1991 school year, the Coopersmith Self Esteem Inventory was administered to 3rd, 4th and 5th grade students representing three groups: (1) students having access to a counselor assigned part time to their schools, (2) students have access to a counselor only in times of crisis, and (3) students having access to a counselor assigned full time to their schools as a part of the Smoother Sailing Pilot Project. When the data from this study were analyzed, students in buildings with a full time Smoother Sailing counselor achieved scores averaging 5 points higher on the 40 point Coopersmith Self Esteem Inventory than students in the other two groups.

Those same 3rd, 4th and 5th graders are now in 6th, 7th and 8th grades respectively. During the 1993-1994 school year, the Guidance and Counseling Department is conducting a follow-up study of those same students representing the same three groups with one important difference in the Smoother Sailing group. During the initial study, all 3rd, 4th and 5th grade students in the Smoother Sailing group had participated in guidance and counseling activities characteristic of Smoother Sailing for only one year. In the 1993-1994 follow-up study, 8th graders (1991 5th graders) still have had only one year of the Smoother Sailing experience, 7th graders (1991 4th graders) have had two years of the Smoother Sailing experience and 6th graders (1991 3rd graders) have had three years of the Smoother Sailing experience.

The 1993-1994 follow-up study is designed to explore four questions: (1) How does the self esteem of Smoother Sailing students compare to students in the comparison groups? (2) What is the impact of the length of participation in Smoother Sailing on self esteem? (3) To what degree are the effects of Smoother Sailing on self esteem related to other factors such as socio-economic status, gender and academic achievement? and, (4) in the context of recent research identifying the middle school years as a period of plummeting self esteem for both boys and girls, what evidence is there that Smoother Sailing may have provided an insulating effect on the normal decline in students' self esteem at this age?

Smoother Sailing Stakeholders Think Tank. The term "stakeholders" is often used to designate persons or groups with a particularly strong interest in a program. Smoother Sailing has captured the interest of business leaders, parents, and educators from the local to the national level. The purpose of the stakeholders meeting is to respond to interested persons and groups with information about what effects the program is having on their representative group. The Guidance and Counseling Department will use information on the summative merits of Smoother Sailing to inform its stakeholders of its effectiveness and address areas of concern.

Middle School

Of the limited time available to directly provide counseling services for students, middle school counselors generally work with students in the classroom, small groups, or individually. Crisis counseling often involves referral to appropriate community agencies. Innovative programs and delivery structures are occurring across the district. For example, at Callanan counselors are teaching a life skills class for seventh and eighth graders. The course objectives reflect a district emphasis on violence prevention and a building goal of a safe and orderly environment.

All counseling programs address the following three guidance and counseling domains:

Personal/Social domain. Activities include conflict resolution, self-esteem, decision-making, and responsibility. These activities are conducted in classroom guidance activities, in Teacher Advisory activities, or within small group guidance or counseling sessions. Small groups are conducted not only by school counselors but also by counselors from community agencies.

Academic/Educational domain. Activities in this domain include scheduling parent/teacher/student conferences and Child Study Team meetings, providing study/ organizational skills classes, monitoring academic progress, and coordinating among all stakeholders regarding special services. Each of the above activities is considered necessary not only for the regular education students' needs, but also for ESL, Special Education, and Central Academy students.

Career/Occupational domain. Middle School counselors promote citizenship and career/vocational planning through a variety of activities. Choices Jr., a computer-based program for middle school students, and the Process Handbook assist students in career awareness/exploration and setting/refining/confirming career goals. Counselors utilize the Teacher-Advisor program to teach about decision making and career planning. Eighth grade students tour Central Campus career areas, participate in job shadowing, attend career seminars, and have career units in elective classes. Counselors and the Supervisor collaborate closely with the Career and Technology Department.

Transitioning activities addressing all three domains are conducted for all students as they move from grade level to grade level. Examples include: visits to feeder schools by counselors and middle school students, and incoming student orientation and retreats (5th to 6th grade); informing students about extracurricular activities, and educational planning specifically focused on review of policies and procedures (6th to 7th grade); focusing on specifying academic and elective interest areas (7th to 8th grade); coordinating visits by high school counselors and parent orientation to academic requirements for graduation and college (8th to 9th grade).

Program evaluation is conducted on an on-going basis to determine the success of counseling activities and interventions. Following are examples of such evaluative activities.

Middle School Student Survey. In the spring of 1993, approximately 50 students from each of the ten middle schools were randomly selected and surveyed about their satisfaction with the guidance and counseling program. The purpose of the survey was to assess in what ways the guidance program was meeting student needs and to identify areas in which to improve. A total of 500 students responded to ten items and two open-ended questions to identify program strengths and weaknesses. Results are currently being used by middle school counselors in program and curriculum development.

Middle School Student Interviews. In the spring of 1993, the District Guidance Advisory Committee formed a subcommittee to study the needs and concerns of students in each of the Des Moines middle schools. The purpose of the interviews was to provide counselors with information on students' perceptions about school. The ultimate goal was to identify strategies to assist students in having a more successful middle school experience and a smoother transition into high school. The subcommittee chose to gather information using the student interview format. Each interview was conducted by an adult and a student serving on the District Guidance Advisory Committee. Each interview team met with five students randomly selected from each grade level (6, 7, and 8). A total of 150 students were interviewed in the middle schools by an adult/student team. A report of findings was presented to the Advisory Committee, district and building administration, and counselors.

Systematic Student Case Studies. Half of the middle school counselors submitted a detailed description of the assessment, intervention, and outcome of a case study representative of their student population. These case studies were reviewed, assembled into a report with all identities blinded, and shared with the School Board, Superintendent, central and building administration, and counselors.

High School

High school counselors conduct a program similar to that at the middle school level with additional offerings based on age and developmental stage. In the personal/social domain there is a greater focus on parenting classes, independent living, legal assistance, responsible health awareness, and work-study. In the academic/educational domain there is a tremendous emphasis on acquiring credits towards graduation, college entrance requirements, and writing of recommendations. The career/occupational domain at the high school level is at its peak in regard to student needs and concerns. Coordinating job fairs, career days, Choices, college plans, and financial aid are just a few of the activities for which the guidance and counseling department is responsible.

High school counselors promote citizenship, decision-making and career planning. During 1992-1993, Guidance Information System (GIS), a computer-based system, was purchased and installed on every high school counselor's computer and on available Macintosh computers in labs, classrooms, and libraries. GIS contains a college information file, occupational search, career interest/career decision making inventory, and scholarship search. During 1993-94, counselors in four of the five high schools installed CHOICES in place of GIS. Both programs are similar, but cost was a factor. Students are being trained as computer lab assistants to help other students.

A sampling of the wide variety of information and activities available to high school students through the counseling office regarding post-secondary decision making and financial assistance is provided below.

College/Scholarship Information and Activities
Applications, College (File Folders)
Books re: College Selection & General College
Bulletin Board Info. on College/Scholarships
Monthly Scholarship Bulletin
Calendar for College Bound
Choices: career/educational computer inventory
Class Day (Senior Scholars Recognized)
Classroom visits re: forthcoming events
Coordination of "College App. Process"
College Fairs - Golden Circle Fair
College Testing, Information, Workshops
Conference with College Representatives
Free Application for Federal Aid (FAFSA)
Financial Aid books/calendar/information
Guidance Information Search (GIS)/Choices
Group and Individual Counseling
Newsletters - School, Parents, Students
Parent conference upon request
Parent/student College Information Night (Jr.)
Parent/student Financial Aid Night (Sr.)
Recommendations - writing
Scholarship files and applications
Technical Trade/Business School Information
"Road to College" Handbook

Careers Information and Activities
Armed Forces Visits/ASVAB Testing
Boy Scout Career Survey
Career Explorations (e.g. Career Day Mercy Hosp.)
Career Information Handouts/Seminars
Career Plan 36 Options DM Middle Schools
Career Interest Inventories
Career Technology Handbook
CHOICES (career program)
Group and Individual Counseling
Job placement/advertising/shadowing
New Horizons Employment Program
News Iowa
Occupational Outlook Handbook, etc.
"Road to Work" Handbook
Trade School vertical file
Vocational Representative Conference
Youth Employment Services
Career Development Portfolio
Mentoring

High School Innovative Delivery Structure. The following pilot programs are underway and must be analyzed for their district-wide potential. Each of these efforts represents a major shift away from the traditional concept of counseling where one counselor is responsible for a specific group of students. They rely on a team approach which reflects current thinking in work styles and effective management. During 1993-95, the Guidance and Counseling program will be conducting an evaluation of each program in order to more appropriately configure guidance and counseling staff at both the middle school and high school level in the future.

East High School "Houses". In this specialized effort, groups of 100 students, teachers, and a counselor form a cohesive group referred to as a "house." This effort is intended to provide comprehensive education, mutual support, and proactive guidance to small groups of students.

Lincoln High School Administrative Team/Student Counseling Team. A significant structural change is being implemented at Lincoln High School. The counseling staff has divided itself into two teams: an Administrative Team and a Student Counseling Team. Under this design, counselors on each team provide specialized programming based on the domain for which they are responsible.

Roosevelt Counseling Team approach. This approach utilizes each counselor's specialized skills to ensure that the needs of students are met in the most effective way. The Team includes the Student Services Coordinator, Advanced Education Counselor, Educational/Academic Domain and Records Counselor, Occupational/Career and Personal/Social Counselor, Personal-Social/SWS Counselor, and Response Counselor. Each counselor has familiarity with each area, and any student or parent has access to any counselor. The team approach, however, is intended to ensure that all critical development areas are addressed systematically, within a curricular framework, and with sufficient breadth to provide the support and information students need.

On-going evaluation is being conducted at the high school level. During the 1992-93 and 1993-94 school years the following activities were conducted:

Logging Student Course Selection. Counselors logged time spent in creating and changing student schedules to meet their educational needs and plans. They recorded student, teacher, and parent contacts and time and also included the number of new enrollees scheduled.

Systematic Case Studies. Each high school counselor submitted a detailed description of the assessment, intervention, and outcome of a case they considered representative of their loads throughout the year. These case studies were reviewed and assembled into a case study report with all identities blinded.

High School Student Interviews. These interviews were conducted to assess student perceptions about school and to identify strategies to help them have a more successful high school experience. Teams comprised of one adult and one student interviewed five students at each grade level in each comprehensive and alternative high schools. Questions focused on transitioning concerns, information needs, school environment, and future planning. The results are being compiled and a report will be completed by June, 1994.

District

District Executive Committee. The District Executive Committee has identified issues critical to the successful implementation of a comprehensive K-12 Guidance and Counseling program. As students transition from elementary to middle to high school, the guidance and counseling support that follows them should, within a developmentally appropriate framework, reflect an

articulated content and a consistent approach. This emphasis on program consistency is essential to ensuring the effective transition of students from one level to the next, the curricular integrity of the counseling program, and that all students have access to counseling support and information resources. The committee's intent is to ensure that all counseling efforts, whether individual, group, or classroom-based, reflect common goals, employ complementary approaches, and meet the outcomes in developmentally appropriate ways.

K-12 counselors on this committee are addressing the following issues:

- Defining counselor roles and functions, particularly at the middle and high school levels.
- Articulating curriculum units used by elementary counselors into middle and high schools and developing middle and high school curriculum units.
- Providing direction for staff development.

Collegial Initiatives. The Guidance and Counseling Department recognizes the importance of providing peer support and training. Often, counselors work in isolation. Except in crises, when teams of counselors work together, most counselors move from student to student, classroom to classroom, lacking meaningful interaction with other counselors. This situation inhibits counselors' opportunities to learn from each other and share information. In order to address isolation and collegiality issues, the Supervisor has established Elementary Counselor Support Groups. The result is better informed, less isolated, more satisfied, and more effective counselors. Middle school counselors meet in a leadership training monthly for collegial support. Co-facilitation of groups and classes has been initiated at the middle school level, allowing counselors to learn from each other and providing an opportunity for immediate feedback on content and process. A high school support group is being organized.

Feeder School Articulation. Traditionally, counselors in the district have been grouped for staff development and training by elementary, middle, and high school level. In an effort to increase communication and facilitate better articulation among the different school levels, this approach is being redesigned under the direction of the District Guidance Executive Committee. Staff skill development and training will also be conducted by feeder school group, with the feeder high school taking the leadership role. This design, although complicated by the feeder school configuration, encourages communication, coordination, collaboration, and consistency among counseling staff and programs serving students as they transition from elementary school through middle school and into high school. The city-wide Parent Teacher Association is also working in feeder groups and we hope to collaborate more with them by using the feeder model.

District Guidance Advisory Committee. This committee is composed of twenty-three members including parents, students, administrators, counselors, and representatives from the business community who work to support the Guidance and Counseling Department. The purpose of the committee is to provide the department with valuable feedback and perspectives from the broader community. In 1993-94 the committee has focused on two areas -- public relations and assessment of middle/high school student needs and satisfaction with guidance services.

District Crisis Response Team. The mission of the Crisis Response Team is to support the staff and students of individual buildings as they respond to crises. Counselors and the supervisor play significant roles on the team. They also assist in the development and implementation of the in-service training for each building cadre. When a student or teacher death, serious accident, or other tragedy occurs, the building administrator alerts the Counseling and Guidance Supervisor who then assembles a crisis team. Counselors comprise the largest group on any team. Social workers, psychologists, and nurses also serve on these teams. A typical response action will involve planning a staff meeting before school, establishing procedures for meetings with students who need to address the loss, providing support in appropriate locations throughout the day, and identifying students or staff who will need additional counseling follow-up.

Building Improvement Objectives

K-12 buildings identified objectives for the 1992-93 school year which required the support of Guidance and Counseling for their successful accomplishment. Counselors must team with teachers, administration, and support staff in working toward the fulfillment of these objectives. A sampling of these K-12 Building Improvement Objectives follows.

1. Between October, 1990, and October, 1992, fourth grade students who were second graders at Oak Park in 1990, and who are enrolled at Oak Park Elementary School during those respective years, shall improve on the ITBS with a two percentile increase in the average score.

2. The Pleasant Hill students will demonstrate a ten percent improvement in conflict resolution skills during the 1992-93 and 1993-94 school year as documented by pre/post teacher records on file in the principal's office which document a ten percent decrease in problems brought to teachers for resolution.

3. Douglas students will improve their conflict management and social skills as measured by a decrease in the number of students referred to the Opportunity Room compared to the 1991-92 school year.

4. By June of 1993, the Goodrell school community will increase its participation in school-related activities by 10 percent.

5. During the 1992-93 school year, the Conflict Management program at Weeks will continue to function as a method to reduce student-to-student conflicts and will expand to reach a greater number of students.

6. By the end of the 1992-93 school year, 80 percent of the working students at East High will have received services from the East Job/Career Center as documented by records kept in the center.

7. By Spring of 1993, students at Lincoln High will improve critical thinking skills and teachers will improve techniques which engender the use of these skills.

8. During the 1992-93 school year, the staff of Alternative High School-North will improve students' self-concept and decrease behavioral problems.

Supervisor of Guidance and Counseling 1993-1994

Supervisor Responsibility Statement. The responsibility of the Supervisor of Guidance and Counseling of the Des Moines Public Schools is (1) supporting the district's mission by providing the leadership for developing, refining, and implementing the K-12 Guidance/Counseling Program and the Smoother Sailing Program, (2) planning and conducting activities to upgrade counselor skills, (3) providing leadership that will assist counselors in their complex jobs of helping students deal with educational and personal problems that may keep the students from learning and planning for the future, and (4) oversee the Drug-free Schools and Community Grant.

Organizational Tasks. The organizational tasks to be performed by the Supervisor of Guidance and Counseling include: (1) planning, implementing and evaluating programs provided by the school counselors; (2) managing the guidance budgets provided by the Des Moines Public Schools; and (3) conducting activities to assist counselors in building a high level of skills and programs to help all students utilize their potential.

Organizational Relationships. The Supervisor of Guidance and Counseling reports to the Director of Student Services, collaborates with other Student Services personnel, provides assistance to counselors and, when requested, helps principals work with the counselors.

Guidance and Counseling Secondary Consultant (1993-1994)

Responsibility Statement. The responsibility of the Guidance and Counseling Secondary Consultant of the Des Moines Public Schools is to support the district's mission by providing support to the 6-12 Guidance/Counseling Program. That support focuses into three areas: implementing a comprehensive, developmentally appropriate, secondary guidance and counseling program, improving communications, and managing external testing.

Organizational Relationships. The Guidance and Counseling Secondary Consultant reports to the Supervisor of Guidance and Counseling, collaborates with Student Services personnel, provides assistance to counselors and helps building principals work with the counselors and the building guidance programs.

Smoother Sailing Training Specialist 1993-94

Responsibility Statement. The basic responsibility of the Training Specialist is (1) to assist counselors in updating and refining their counseling and guidance skills through in-service and summer school laboratory opportunity, (2) to help in evaluating the effectiveness of the Smoother Sailing program and its impact on students, (3) to develop a counselor training and assessment manual for local and national dissemination, and (4) to address requests for program information.

Organizational Relationships. The training specialist reports to the Director of Student Services and Supervisor of Guidance and Counseling, collaborates with the secondary Guidance Consultant and other Students Services personnel, provides technical assistance to counselors and when requested, serves on district community committees.

Counselor Training - Elementary

All elementary counselors are receiving counseling information addressing three major areas: (1) child development, (2) group counseling leadership skills, and (3) developmental stages of groups. Counselors who are participating in the training are receiving an additional experiential and supervision component. These counselors have the opportunity to receive monthly feedback on their work as group counselors from the Training Specialist, a member of a Peer Facilitators Cadre, and members of their feedback groups. Through the use of videotaped group counseling sessions, counselors critique their work and receive one-to-one and group supervision as they apply the knowledge and skills introduced during monthly training workshops. A unique component to the training process will be a two-week summer laboratory during which trainees will facilitate small group counseling sessions for students.

A Peer Facilitators Cadre has been formed, consisting of five elementary counselors selected for their highly developed skills as group counselors. Their charge is two-fold: (1) to facilitate counselor feedback groups during the school year for 23 trainees, and (2) to continue staff development activities for all 43.6 counselors for the 1994-95 school year.

To ensure the training is accomplishing its intended outcomes, an evaluation design has been developed which will examine the impact of the training for participating counselors, as well as the impact of counselors' newly acquired skills on students participating in their small counseling groups. Both quantitative and qualitative data are being collected.

Counselor Training - Middle School

In the summer of 1993, Des Moines joined the Heartland Middle School Leadership Team. The purpose was to better meet the developmental needs of young people by increasing collegial relationships with other middle schools in the AEA 11 region. Using that model as an example, the Des Moines Middle School Counselor Leadership Team was created in 1993-94. The purpose of training was to develop a collegial learning and support system for middle school counselors to assist in transforming schools to meet the developmental needs of young adolescents. Counselors are participating in one full year of monthly half-day meetings designed to address the above areas.

Counselor Training - High School

High school counselors meet bi-annually at Drake and American Institute of Business. This provides an opportunity for counselors and student services coordinators to network and receive additional training. The High School Student Services Coordinators meet monthly to address building management issues. An application for a Drug Free Schools Training Grant has been made to provide more intensive training opportunities for secondary counselors in the 1994-96 school years.

District Staff Development

1992-1995 Counseling Department Staff Development Goals:

1. To present information concerning conditions students and families face today; family violence, drug and alcohol issues, dysfunctional family issues, and victimization.
2. To provide networking opportunities for feeder-school counselors in order to articulate the K-12 Guidance and Counseling Program and curriculum.
3. To provide K-12 counselors with relevant skill-building opportunities and technical assistance to meet their individual, building, and district needs.
4. To enhance counselor awareness of the needs of culturally diverse students and adults.

Counselors continue to participate in a large number and broad range of workshops and skill development activities in addition to those offered by the school system. Counselors and district staff belong to several professional organizations and attend local, state and national meetings. Often they present programs at these meetings and conferences. In addition, counselors at all levels share skills and expertise with parents and other community groups. Both the acquisition of new information and skills, and the sharing of their expertise strengthen and enhance the district's guidance and counseling efforts to help students, families, staff and community members.

1992-93 Elementary Counselor Staff Development - Presentations

Attended 64 separate professional workshops locally or nationally focused on:

- •Grief
- •AIDS/HIV
- •Alcohol and Drug Probation
- •Multicultural Education/Tolerance
- •Various Abuse Issues
- •Coping with Anger
- •Eating Disorders
- •Professional Counseling Development
- •Identifying/Reporting Abuse
- •Conflict Management

Attended 45 separate district-provided training sessions focused on:

- •Various Counseling Strategies
- •Enhancing Self Esteem
- •Positive Discipline Strategies
- •Mandatory Report Training
- •Drug-free Schools Programming
- •Site-Based Management
- •Responding to Court Situations
- •Crisis Intervention Training

Made 48 separate presentations to parents, staff, business community, educational community, youth on such topics as:

- •Parenting Skills
- •Kindergarten Orientation
- •Counseling Services
- •Multicultural Education
- •Self-esteem/Drugs and Alcohol
- •Study Skills/discipline prevention

1992-93 Middle School Counselor Staff Development - Presentations

Attended 14 separate professional workshops locally or nationally focused on:

- •Therapeutic Strategies
- •Career Education
- •Community Service/Youth Leadership
- •Conflict Management
- •Professional Development
- •Students-at-Risk

Attended 13 separate district-provided training sessions focused on:

- •Counseling Department Issues
- •Social Skills
- •Crisis Intervention Training
- •AIDS/HIV
- •Scheduling
- •Students-at-Risk

Made 19 separate presentations to parents, staff, business community, educational community, youth on such topics as:

- •Educational strategies for gifted youth
- •Strategies for at-risk youth
- •Conflict management
- •Study skills

1992-93 High School Counselor Staff Development - Presentations

Attended 38 separate professional workshops locally or nationally focused on:

- •Acquaintance rape
- •Alternative education
- •Teen parenting
- •Educational testing
- •Counseling curriculum development
- •Financial aid for post-secondary training.

Attended 19 separate district-provided training sessions focused on:

- •Counseling department planning
- •Crisis Intervention Training
- •Parenting skills
- •Use of technology
- •Career education
- •Phase III courses.

Made 19 separate presentations to parents, staff, business community, educational community, youth on such topics as:

- •Test taking skills
- •Career planning
- •College planning/financial aid
- •Problems facing teens

1992-93 Supervisor and Consultant Staff Development - Presentations

Attended professional workshops locally or nationally focused on:

- •Youth at risk
- •Career education
- •Counseling Sex Abuse Victims
- •Service learning
- •Children and Violence
- •Managing Multiple Projects

Attended district-provided training sessions focused on:

- •Learning styles
- •Sexual Harassment Training

Made presentations to students parents, staff, business and educational community on:

- •Test taking skills
- •Published 6 counselor Communicators
- •Small Group Counseling
- •Developmental Issues of Adolescents
- •Mentoring
- •Smoother Sailing Program
- •Parent-Child Relationships

Professional Memberships for Elementary, Middle and High School Counselors, Consultants, and Supervisor

- •American School Counselors Association
- •Iowa School Counselor Association
- •Association for Supervision and Curriculum Development
- •Association of Multicultural Counseling and Development
- •National Youth Leadership Council
- •National Dropout Prevention Network
- •American Counseling Association
- •Iowa Counseling Association
- •American Humanistic Education Association
- •Iowa Association for Counselor Education and Supervision
- •Des Moines Parent Teacher Association

PRODUCT EVALUATION

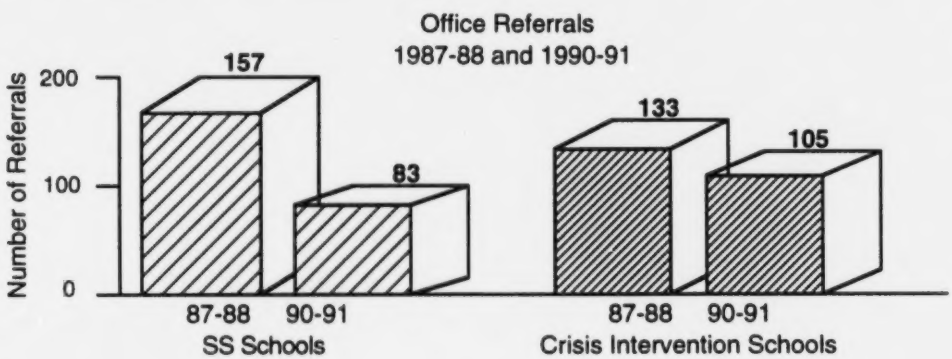
Principles/Scope and Sequence

School counselors are accountable to a variety of publics in the school and community. Measuring how counselors are meeting program outcomes demonstrates the effectiveness of a comprehensive developmental school counseling program. Since the 1990-91 Program Evaluation, the Guidance and Counseling Department has conducted surveys, qualitative questionnaires, case studies, informal and formal behavioral observations, elementary/middle and high school student needs assessments, self-audits, and quantitative research to measure program effectiveness. Since guidance and counseling is an integral part of the total educational process, information was sought from students, staff, and parents. A sampling of the data collected is presented in this section by school level.

Elementary Outcomes

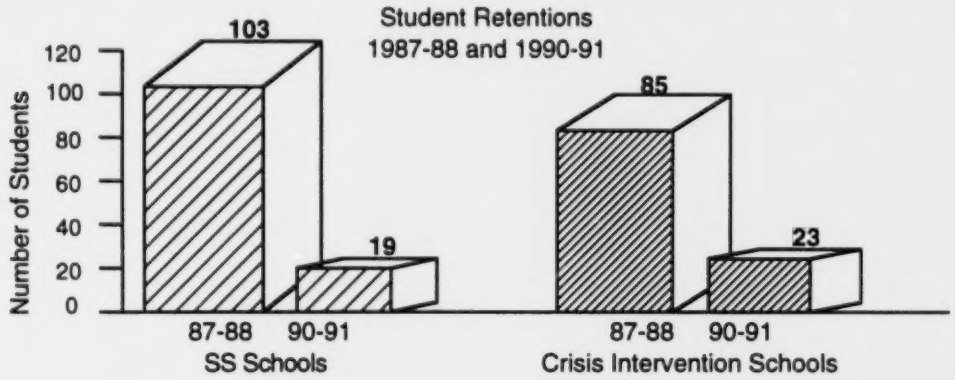
A study was conducted in 1990-91 to investigate behavior changes in students that might be related to participation in the Smoother Sailing Program. Subjects for this study consisted of students in two groups of schools: (1) ten schools in which the Smoother Sailing Program has operated since its inception (1988-89 school year); and (2) thirteen schools which have had a counselor only in times of crisis. Information pertaining to several variables was compiled. These included: student achievement, retention in grade, self-esteem, and referrals to the office for disciplinary reasons.

Office Referrals. The number of students referred to the office for reasons of discipline was lower for both groups during 1990-91 than during 1987-88. The reduction in the Smoother Sailing schools, however, was of greater magnitude. In the Smoother Sailing schools, a 47.1 percent reduction in the number of students was observed, while the reduction in the other group amounted to 21.1 percent.

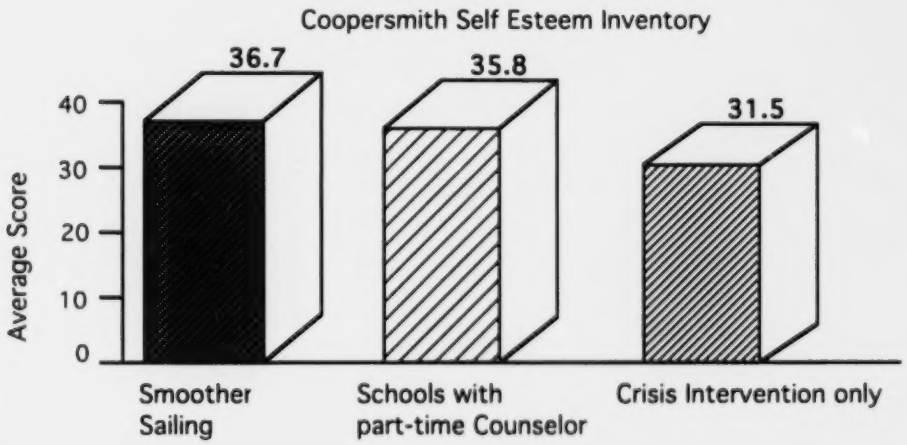


Parent Perception. In the spring of 1991, 272 parents completed a parent survey. Of those parents with children in schools where there was a counselor available, 92 percent revealed that they were aware of the counseling program and 95 percent reported that they would be comfortable contacting a school counselor.

Retention in Grade. The number of students recommended for retention at grade level followed a pattern similar to office referrals. Recommended retentions dropped 81.6 percent in the Smoother Sailing schools and 73.0 percent in the schools with the crisis intervention program.



Self-Esteem. On the Coopersmith Self Esteem Inventory, the average score for a sample of Smoother Sailing fifth grade students exceeded that of a group of students from non-program schools by 5.2 points on a 40 point scale.



Additional information has been gathered, suggesting a variety of other positive outcomes related to the Smoother Sailing program.

Increase in Child Abuse Reporting Investigations. Between 1988-1992 there was an increase in child abuse reporting due in part to Smoother Sailing. In 1988 there were 2,890 cases investigated. In 1991 that number rose to 3,412 and to 3,872 in 1992. This represented a 34 percent increase from 1988. In 1993, 4,088 cases were reported, a 20 percent increase from 1991. The increased number of reports may not signify an increase in abuse. Rather, it seems related to the training counselors have received in recognizing/reporting child abuse and the significant relationships that have evolved between counselors and students due to the lower student/counselor ratios.

Third Grade Problem Solving Survey. A third grade problem solving survey conducted in 1993 illustrates students are learning valuable skills. Results for item 1 were analyzed by

determining the percent of students able to identify each of the five steps of the problem solving process correctly at the time of the pretest and again at the time of the post test. On the pretest, the range in the percent of students responding correctly among the five steps was from 12.7 to 40.3. On the post test, considerably more students responded correctly to each step as exhibited by a range in correct responses from 56.7 to 82.6.

For the two hypothetical situations requiring students to select the most appropriate solution to solve a problem, more students selected the correct alternative on the post test in both situations. On item 2, 43.6 percent responded correctly on the pre test while 66.4 percent responded correctly on the post test. For item 3, corresponding percentages were 51.0 percent on the pretest and 64.0 percent on the post test. A copy of the instrument is available from the district Guidance and Counseling department.

Worries and Concerns Survey. The results of this survey administered in 1983 to 2500 Des Moines elementary students and again in 1993 to students at Jefferson Elementary were used in developing an appropriate guidance curriculum. During 1993 the following units wre developed to address these concerns: life changes; problem solving; social skills; and drug awareness. Following is a sample of the issues that 3rd and 5th graders worried about most in 1993 and 1983.

Worries and Concerns of 3rd and 5th Graders 1983	Worries and Concerns of 3rd and 5th Graders 1993
79% worry about family members getting sick or hurt.	77% worry about family members getting sick or hurt.
69% worry about death and dying.	71% worry about doing well on tests.
64% worry about what their teachers think of their work.	68% worry about what their parents think of their work and death and dying.
63% worry about doing well on tests and the safety of their neighborhood.	63% worry about what their teacher thinks of their work.
62% worry about illegal drugs.	62% worry about illegal drugs

Systematic Case Studies. The counselors conducted an evaluation of the individual counseling component of the program. This was accomplished through a series of case studies reported by counselors. Each case study was developed around one "typical" student in need and addressed four basic areas: (1) background on the student, (2) data collection, (3) interventions, and (4) outcomes. The background sections of the case studies samples the variety and complexity of the problems encountered by many students. Counselors collected data from multiple sources to help them understand student difficulties and address the problems with flexibility and creativity. A summary of these case studies (Appendix C) demonstrates the day-to-day interventions that counselors make in their efforts to facilitate the success of students in the classroom.

Increase in Student Assistance Program Referrals. Between 1982-1992 there was an 85 percent increase in the number of students referred to the Student Assistance Program (S.A.P.). Of the 200 families referred to S.A.P during 1991-92, 38 percent were from the original ten Smoother Sailing schools. During 1993, the number of students and families contacting the Student Assistance Program continued to increase. A total of 558 Des Moines K-12 students and 556 families received counseling assistance. 152 elementary students and 220 elementary parents utilized the program. These increases can be attributed to stronger counselor/student relationships and to effective training on identification of children at risk and collaboration with community agencies.

Administrator Survey. The average response ranged from 1.69 to 2.25 on a scale of 1to 5 with 1 representing "strongly agree". Average responses to all items indicated that administrators agreed or strongly agreed with each statement about the counselor and counseling program. The following chart lists items in rank order from those with which they most strongly agreed to least strongly agreed.

ITEM	AVERAGE RESPONSE
Counselor developed, organized, implemented guidance program	1.69
Counselor provided services beneficial to most teachers	1.75
Counseling activities helped children cope with stressful transitions	1.75
Counselor provided services and activities of benefit to all students	1.81
Primary focus was developing appropriate intrapersonal skills	1.81
Counselor assisted teachers in meeting personal/social needs of students	1.88
Primary focus was developing appropriate interpersonal skills	1.88
Counseling activities created atmosphere conducive to learning	1.93
Counseling activities sensitized teachers to personal needs of children	2.00
Counseling activities had positive impact on achievement	2.00
Counselor helped to identify students with special needs	2.12
Counseling activities contributed to decreasing suspensions	2.25

Administrator comments on this survey reflect satisfaction with the Smoother Sailing program.

"It is a proactive and reactive program that directs its service to the children's needs."

"Very positive influence in our school! Very valuable resource to children, parents, and staff. Our counselor is such a help to me personally, as well as our colleagues in this building and those in the community whose anger, hurt, frustrations, concerns, and, yes, joys are often needed to be shared! Our counselor is called upon frequently to be involved in district projects and area in-services as well as special teams and committees at the building level."

"Scheduled weekly meetings with the counselor help me with planning staff in-service, meetings, and direction of programs. It also provides another perspective on students, staff, and activities in the building as well as an opportunity to share new ideas."

Middle School Outcomes

The middle school counseling program makes a measurable difference in students' academic performance, school adjustment, and preparation for the world of work. Through the teacher/advisor curriculum and classroom guidance classes, middle school students are taught units on decision-making, self esteem, responsibility, and conflict resolution strategies. Some of the outcomes from the counseling program are provided. A complete listing of outcomes for each middle school is available from the Guidance office.

Personal/social domain. There are 200 middle school students trained as conflict managers. Over 600 students are involved in small groups in various middle schools across the district. Usually group participants are given the opportunity to evaluate the group at conclusion. During the 1992-93 school year, 100 percent of Harding students expressed satisfaction with group experience. Students also stated it was a safe place to express thoughts and feelings. At present, 65 students have been formally trained in the adolescent version of Real Colors. Six hundred new sixth grade students have participated in a one-day retreat at Walnut Woods designed to help the students transition smoothly into middle school. Student and staff feedback on the retreat was extremely positive.

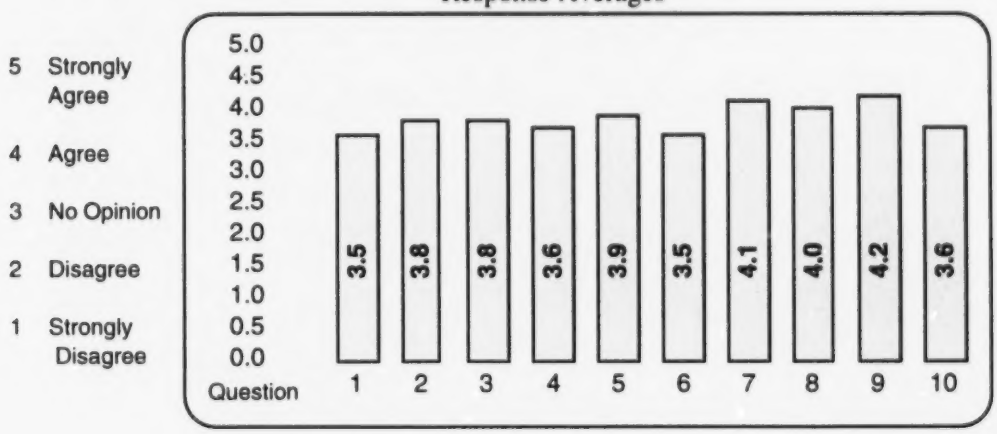
Academic/Educational domain. Each student at all middle schools completes a schedule according to his/her academic plan with a counselor. Scheduling is completed in classroom settings, in small groups, or individually. Parent/student/teacher conferences have been scheduled throughout the year upon parent, teacher, or administrator request. Counselors addressed the specific needs of hundreds of students in Child Study Team meetings. Counselors planned, organized, and oversaw the district's testing program at the building level which consists of objective-based tests as well as standardized tests. Organizational and study skills were taught in a variety of ways. All middle school students are involved in skill-building in the classroom, small group, or individual setting.

Career/Occupational domain. All middle schools have installed Choices Jr. on all counseling computers, and four middle school have installed it on computers in labs. Choices Jr. has helped over 2,400 students explore career opportunities, see the relevance of school, and plan for their high school program. It is available in all middle schools, and counselors are exploring ways to articulate this information system with high school counselors now using Choices. Five middle schools held Career Days. One middle school offered a one-semester career class. Many middle schools are involved in shadowing experiences which broaden the students' awareness of careers. All counselors coordinate programs which are designed to allow eighth-grade students to serve their school and/or community.

Middle School Student Survey. In each of the ten middle schools 50 students were surveyed about the effectiveness of their counseling and guidance program. There were 500 students who responded to the survey which asked students to indicate their level of agreement with ten positively-worded statements about various aspects of the program. The scale ranged from 1=strongly disagree to 5=strongly agree. Average responses to the ten items ranged from 3.5 to 4.2.

ITEMS ON THE SURVEY

1. The guidance program has increased my awareness of careers.
2. The guidance program helps students with personal problems.
3. The guidance program helps students with educational problems.
4. The guidance program teaches students problem-solving skills.
5. The guidance program helps students with orientation to a new building.
6. The guidance program helps students who need to improve their study habits and skills.
7. The guidance program provides opportunities for students outside the classroom such as conflict management, small groups, field trips, etc.
8. The guidance program helps students.
9. I know how to contact my school guidance counselor.
10. The guidance counselors are available when students need them.



Middle School Student Interviews. Results of 150 students interviewed in Des Moines middle schools indicated that they have strong needs and concerns about transitioning to, through, and out of middle school. In response to this documented need, middle school counselors currently are developing relevant transitioning activities to be implemented in the fall of 1994. A detailed report of results documenting the social, emotional, physical, and intellectual needs and concerns of Des Moines middle school students and their perceptions about the middle school experience is available in the district Guidance office.

Systematic Case Studies. An informed review of the case studies indicates that middle school students experience a wide variety of problems that impact the learning process. In order to more fully understand these problems, counselors gather data from many sources and design interventions based on those data. Outcome information indicates that many students show progress in addressing problems, while others seem to maintain present functioning in the presence of ongoing difficulties (in itself an accomplishment). These latter students are frequently in need of service from outside community resources.

High School Outcomes

Personal/Social domain. Small group work continues, particularly for ninth and tenth grade students as they adjust to high school and need continued support and outlets for such areas as self-esteem, substance abuse, blended families, and grief. Individual counseling with students and/or parents providing assistance with related problems have involved hundreds of students and parents. This personal/crisis counseling involved 365 students at North alone. One hundred students were trained as conflict managers. Classroom guidance activities included all ninth graders receiving general orientation information. Examples of unique offerings for high school students include: involvement in Student Voices/Student Choices (Iowa Public TV program focusing on student issues), Young Moms/Young Dads, independent living, legal assistance, Upward Bound Home School, and Future Generations (support for ethnic diversity).

Academic/Educational domain. Every student enrolled in grades 9-11 received educational planning culminating in the individualized course selection for the next school year. In addition, all high school students had the opportunity to review these course selections for the second semester of each year; this is done either individually or in classroom-size groups. Counselors coordinated and/or administered all internal and external standardized testing such as ITED, ACT, and PSAT as well as test preparation classes. High school counselors were responsible for annually rewriting, updating, and proofing course curriculum guides. Checks on credit and progress towards graduation were also on-going counselor responsibilities for all students, in all grades, in all high schools. Preparation of college and/or vocational school applications and recommendations was completed as 70 percent of all students apply to either a college, university, or vocational school upon graduation in this district.

Career/Occupational domain. Activities conducted at this level include: coordinating with Central Campus programs, coordinating Work Study, providing seminars, coordinating College Fair, organizing Senior Transitional Conferences to finalize post-high school plans, arranging college representative visits for the purpose of student interviews, providing information on and assisting students in application for scholarships and grants, and helping students prepare resumes and interviewing skills required for successful employment. Materials and supplies for over 60 varied activities have been added to the high school guidance centers to help students with financial aid and educational and career planning. For example, Choices, a computer software career information system, has been administered to approximately 25 percent of the students. Preparation classes for external tests (PSAT, SAT, and ACT) have aided 150

students. ACT/SAT software and study books have been purchased and used by over 200 students. The scholarship dollars that students have received have increased from $1,198,202.00 in 1983 to $4,016,362.00 in 1993.

High School Student Course Selection Logging. As students transition from ninth through twelfth grade, their educational planning needs change in line with their developmental progress. Possibilities begin to unfold and career/future plans evolve as they experience more classes in specific areas of interest. In order to meet these evolving student needs, flexibility in adjusting the student course selection becomes increasingly important. Logging of counselor time indicated an enormous number of student contacts, many of which resulted from the natural progression of the unfolding development of the student. Changing students schedules meets their developmental needs. The number of parent and teacher contacts indicates the importance of counselors to the parents and teachers and the importance counselors place on communication with the adults involved in student lives. The number of new enrollees at the five comprehensive high schools (1,148) indicates the mobility of our student body and the important role counselors play in the enrollment process.

Student Services Coordinators estimate the average amount of time used to schedule a new enrollee is 30 minutes. The approximate time used to schedule 1,148 new students is 574 hours or 74 contract days over the course of a school year. The average time to make a schedule change is at least 15 minutes. The average amount of time used to make schedule changes for the 1992-93 school year is 1,915 hours (256 contract days) for the five comprehensive high schools and Central Campus. Following are the schedule change totals and parent/teacher contacts by building.

Individual Schedule Changes				**Parent/Teacher Contacts**	
School	1st Sem	2nd Sem	Total	Parent	Teacher
East	1535	1081	2611	1243	1303
Hoover	878	641	1519	762	1519
Lincoln	1335	1009	2344	334	374
North	690	470	1160	1100	1500
Roosevelt	1061	780	1841	1075	705
Central campus	311	143	454	525	2550
Alt. North (est.)	1000	350	1350	600	1000
Alt. South (est.)	1500	750	2250	600	1000

Systematic Case Studies. High school counselors each submitted one case study. An informed review of the case studies indicates that high school students experience a wide variety of problems that impact the learning process. Outcome information indicates that many students are showing progress in addressing problems, while others seem to maintain present functioning in the presence of ongoing difficulties. These latter students are frequently in need of service from community sources and are referred. Increased use in Student Assistance Program (S.A.P.) student referrals supports this.

Student Interviews. The results of these interviews conducted in February 1994 are being consolidated and analyzed for information which will aid counselors and other educators in program planning. A preliminary examination of the results indicates that students feel good about high school and the variety of available opportunities. They consistently reported needing more information on classes, credits, planning for the future, and accessing information. Ninth graders were concerned about fitting in, grades, and managing time. Counselors will review the findings and will continue to develop curriculum and activities to address specific student concerns and needs. This planning will take place in high school counselor leadership meetings proposed for 1994-95.

District Outcomes

District Guidance Advisory Committee. Two areas of concentration were identified for 1993-94 -- public relations and assessment of middle/high school student needs and student satisfaction with the Guidance and Counseling program.

The public relations efforts have primarily involved expanding public awareness of the Smoother Sailing program. With donations of time and resources from various community agencies and businesses, materials utilizing a variety of media have been developed towards this end. A flyer will facilitate outreach to the business community and others, a new brochure was designed with the assistance of a Junior League committee, and a banner identifying the program was created for use at public events. A radio and television campaign will air in March and April of 1994. Kragie Newell Advertising coordinated this effort by developing the spots and securing time on radio and television.

Additional visibility and promotion of both Smoother Sailing and the Guidance and Counseling program were achieved through the November "Classroom Connection" interview with the Supervisor and a February press conference with Jackie Allen, President of the American School Counselor Association. An additional press conference focusing on Smoother Sailing as a national model took place in January and included the participation of Senator Harkin and the U.S. Secretary of Education, Richard Riley. Secretary Riley promoted the National Goals and ways in which counseling could address them. A copy of how Smoother Sailing meets these goals is available in the Guidance office.

District Crisis Response Team. During the 1992-93 school year, the District Crisis Response Team was initiated seven times to elementary, middle, and high schools. In 1993-94, the team has been activated on six occasions. All building crisis team were retrained at the March district in-service day. The Supervisor is now collaborating more closely with the Red Cross in order to more effectively access community agencies.

1993 Flood Response. During the 1993 floods, Smoother Sailing provided relief and assistance to flood victims. Free child care and counseling was offered three days a week for four weeks. This effort was sponsored by the Des Moines Council of PTAs, Des Moines Public Schools, and Smoother Sailing counselors. Counselors facilitated individual and group counseling to help students cope with the aftermath of the flood. The counselors used special "disaster training" materials provided by Red Cross and the Department of Human Services. Counselors continue to help those adversely affected by the flood by providing access to resource materials for staff, teachers, and parents and by working with children.

Newsletter. During 1993-94 the Guidance and Counseling Department newsletter, formerly known as The Communicator, has shifted its focus and received a new name. Now entitled Charting the Course, this quarterly publication serves as an internal communication for counselors. Work done in committees and staff development training now receives additional emphasis in an effort to keep all counselors better informed. Board members, administrators, and District Guidance Advisory Committee members received copies of this communication.

Murals Reflection Prevention Grant. In January, 1994 the Guidance and Counseling Department was awarded a $1000 grant developed by the Learning Systems Group--an affiliate of Very Special Arts and VSA Educational Services--in cooperation with the U.S. Department of Education's Drug Planning and Outreach staff. Des Moines was selected to be one of ten model communities around the country to implement the project and hold a joint public exhibition or dedication of the completed murals with the involvement of the community. The primary goal is to strengthen school-community partnership on alcohol, tobacco, and other drug prevention information. Four schools will participate in the grant.

Outcome from Building Objectives 1992-93

Counselors teamed with administrators, teachers, and support staff have successfully fulfilled the following objectives.

1. Through a combination of assemblies for third and fourth graders utilizing the "Test Busters" curriculum, classroom activities to raise student comfort level with test taking, review of "Secrets to Success with ITBS" in the classrooms, and effort-based incentives, the objective to raise ITBS scores at Oak Park was met. Scores increased seventeen percentile units over the two years, exceeding the objective of a two percentile increase.

2. Pleasant Hill documents a sixteen percent decrease in the number of conflicts brought to adults for resolution. The initial objective was a ten percent decrease. Introduction of a Conflict Manager Program was integral to the success of this effort.

3. The number of students at Douglas referred to the Opportunity Room decreased by twelve percent, thereby indicating an improvement in conflict management and social skills.

4. Goodrell achieved its objective of increased participation in school-related activities. A comparison of participation statistics from 1991-92 indicates a 19 percent increase in participation rates, nearly twice the target rate of 10 percent. Goodrell community activities included Open House, Night of the Notables, Cultural Fair, Invention Convention, Drama Night, conferences, and Gaieties.

5. During the 1992-93 school year, the Conflict Management Program at Weeks experienced continued success in reducing student conflicts and training additional students in the conflict management process. Evaluation was based on the number of documented mediations in which students solved their own problems and assumed responsibility for their actions.

6. At East High, over 85 percent of the student body received services from the Career Center during the 1992-93 school year. Students had access to employment services and counseling, career seminars, and a variety of informational materials.

7. Counselors participated in a Learning Styles in-service with teachers and building administrators at Lincoln High School. The result was a heightened awareness among the staff of teaching techniques which engender the use of critical thinking skills. In addition, departments made specific efforts to improve the critical thinking skills of the entire student body and incorporated more strategies in order to accomplish this.

8. At Des Moines Alternative North High School, behavior problems decreased, possibly due to the utilization intervention procedures designed to improve self-concept. Less than 5 percent of the student population was involved in repeated behavior problems.

Counselor Training - Elementary

Counselors participating in the training program are gaining a cluster of skills associated with group counseling that will be useful in facilitating the development of drug/alcohol abuse resistance skills among students. This group counseling is allowing counselors to more effectively deliver knowledge and develop student skills necessary to successfully resist involvement with drugs and alcohol. A formal training package will be finalized that will be disseminated nationally through professional publications and presentations at professional meetings.

Counselors were surveyed in January to assess training grant progress. In general the results were very positive. Counselors believe that the information about group developmental stages, group leadership skills, and child development has enhanced their effectiveness as group counselors. Feedback sessions with the training specialist seem to be the strongest component of the training. Feedback serves to illuminate skills and concepts presented during the monthly training sessions and counselors are able to incorporate it into their group work with children.

Students who participate in small counseling groups facilitated by trained counselors will demonstrate effective use of decision making skills, problem solving skills, conflict resolution skills, coping skills, refusal skills, and alternative activities to drug and alcohol use. This will be documented through the use of case studies, videos, reduced referrals for discipline and improved academic performance. These results will be available in the fall of 1994.

Counselor Training - Middle School

The counselors have developed an understanding of the middle school student's characteristics and needs around social, intellectual, physical, and emotional growth. Counselors will support principals and site-based councils in providing leadership to the staff to further strengthen efforts toward developmentally appropriate middle schools. Effective transitioning activities for sixth, seventh, and eighth grade students have been identified, agreed upon, and will be implemented in all ten middle schools in the fall of 1994.

Counselor Training - High School

The 1995-96 Drug-Free Schools Counselor Training Grant was submitted. Survey results from Senior High School student interviews are compiled and will be used with program development in 1994-95 during the High School Counselor Leadership Training. High school counselors successfully collaborated with Drake University, American Institute of Business, and fifteen other community agencies during in-services.

Awards and Honors 1992-93

Elementary Counselor Honors

•Article Published in The Writing Teacher, November, 1992
•Article Published in The Writing Teacher, January, 1993
•President, Board of Directors, Family Counseling Center
•State and Chapter Award for Outstanding Graduate Student
•Award presented by Spanish Peaks Mental Health Center, Pueblo, Colorado
•State award for Outstanding Contribution to the Profession - Iowa Counseling Association
•President, Iowa School Counseling Association
•State Hall of Fame Award - Iowa Counseling Association

Middle School Counselor Honors

•Government Relations Co-Chair, Iowa Counseling Association
•President, Des Moines Counseling Association

High School Counselor Honors

•Member of Multi Cultural Non Sexist Advisory Board, Ankeny Schools
•Secretary, Des Moines Counseling Association
•National ACT Advisory Board Member
•Treasurer, Iowa School Counseling Association

Supervisor and Consultant Presentations and Honors

•Article Published in Spectrum Journal of School Research and Information, Winter 1993
•President, Iowa Association of Counselor Education and Supervision- 1992-93
•American School Counseling Task Force - K-12 Guidance Implementation 1990-1992
•Professional Contributions Award, Iowa Counseling Association, 1993
•Made presentation to Governors National Education Forum on "Smoother Sailing"
•Made presentation to National School Board Association on "Smoother Sailing"
•Chair, Board of Behavioral Science Examiners
•Heartland Area Education Agency Guidance Department Advisory Committee
•1 to 1 Board of Directors, United Way of Central Iowa
•National School Counseling Association Task Force on K-12 Guidance Implementation
•Member, City of Des Moines Youth Advisory Board
•Chair, Government Relations Committee, Iowa Counseling Association
•Member, College Board Midwest Regional Committee
•Murals Project Award

FUTURE PLANNING

"All children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and to manage their own lives, thereby serving not only their own interests but also the progress of society itself." (A Nation At Risk)

Students "competently guided" to take full advantage of academic opportunities, to develop life-coping skills, and to acquire the interpersonal skills necessary to relate positively with others is to the desired outcome of the Des Moines Guidance and Counseling program. Change is the heart of educational reform and the soul of the comprehensive school counseling movement. The challenge school counselors currently face is how to make the transition from the services model to a comprehensive, developmental program. This transition is a complex, difficult task. Secondary counselors are currently taking steps in this direction and, for now, it means carrying out duties provided by the current organizational structure while simultaneously designing and implementing the model. In order for counselors to successfully meet the challenges of educational reform, successfully implement their program, and meet all students needs, the following issues must be addressed.

1. A K-12 comprehensive, developmental guidance and counseling program will be successfully implemented. A comprehensive guidance and counseling program demands flexibility, resourcefulness, and a delineation of roles and responsibilities that involves counselors and educational staff. This effort constitutes the program's primary focus regarding school transformation and the national goals. Implementing this program will meet the complex needs of students and resolve many problems and concerns with past guidance programs. If successfully implemented, the program will be an integral part of the total educational system and be student-outcome oriented rather than counselor-activity oriented.

   The Guidance and Counseling Supervisor, Guidance Consultant, District Guidance Executive Committee and District Guidance Advisory Committee will identify and refine ways in which guidance curriculum can be delivered in a more integrated, effective fashion to all students. Annual primary focus areas, along with strategies for consistent application and articulation at elementary, middle, and high schools will be identified, conducted, and evaluated.

2. Additional clerical help is needed at the middle school level. Currently, six schools have only three hours of clerical help a day. The pay is $5.00/hour with no health benefits, sick leave, or vacation. Because of the low hours and wages, clerical staff turnover is very high. Valuable counselor time is spent training different clerks during the year. Often the position goes unfilled for months. When a secretary is not there, students sit unsupervised while waiting for a conference. In addition, counselors must complete many clerical tasks which take time from working with students. Cost of a nine-month class II secretary is $13,390 plus benefits at $4,150 for a total of $17,540. Additional funding needed totals $144,400 ($17,540 x 10 schools less the $30,931 already budgeted).

3. A full-time District Guidance Consultant or Smoother Sailing Coordinator should be hired. A consultant is needed in order to provide focused planning, coordination support, and technical assistance. There are currently 98.6 regular school counselors, student services coordinators, and secondary SWS counselors for whom the Supervisor of Guidance and Counseling provides leadership and assistance. This need was also identified in the 1991 Evaluation Report yet further reduction in district staff has occurred since then.

   Currently, the training and program needs of secondary counselors are not being adequately addressed. As secondary counselors continue to restructure their programs, they will need both additional training and a support network. As Smoother Sailing counselors refine the

program to meet increasing student needs and numbers, a coordinator's leadership and assistance is essential to maintaining the Smoother Sailing integrity and effectiveness. Also the need to respond to local and national requests for program information and duplication is great. (Cost: $36,250 salary + benefits)

4. The need to streamline scheduling has been documented in every external study made of the Guidance and Counseling Program. Counselors and Student Services Coordinators continue to spend over half of their time assisting with the master schedule, the scheduling process, and other functions required to handle students' grades and records. Many of these tasks are clerical and take time away from more meaningful contact with students. The scheduling program must be updated, the student records system improved. All counselors need additional training in the use of new computer technology and career and educational software.

5. Every effort must be made to stop the trend toward higher student/counselor ratios at the elementary level. The State Department of Education and American School Counseling Association both recommend a counselor-to-student ratio of 1:250 at all levels. High student/counselor ratios dilute the effectiveness of relationships counselors form with students, parents, and staff and prevent counselors from fully implementing all components of the counseling program. As a result, many needs go unrecognized and unmet.

6. Elementary, middle and high school guidance departments need additional computers, upgrades for current equipment, and access to computer centers. This is needed in order to expeditiously implement the educational, career, and personal/social components of the guidance curriculum through small and large group instruction. Not only could computer programs (i.e., GIS, Choices, Choices Jr.) be made available to more students, but additional software programs could be utilized to achieve other guidance goals as they relate to student needs. As use of technology increases, upgrading or replacing current equipment will be essential. Elementary counselors currently do not have computers but need them to efficiently access basic student information, develop curriculum activities, and to facilitate communication between staff, other counselors, parents, and community agencies.

7. An evaluation design will be developed to improve the program effectiveness and meet external demands for accountability. The supervisor and counselors will be committed to regularly and systematically assessing individual and program effectiveness. With the direction of the Executive Committee, a standardized information collection and reporting system will be developed. This system will enable each building to assess its own program, document the program activities conducted, and participate in site-based management efforts. The system should provide useful data for district-wide measurement of progress toward goals and outcomes. Each building will be encouraged to maintain and publicize a guidance calendar to keep stakeholders informed about the program.

LINCOLN HIGH SCHOOL COUNSELING JOB DESCRIPTIONS

ADMINISTRATIVE TEAM	STUDENT TEAM
1. Assist students with Fall adjustment and schedule.	1. Same
2. Vistit classes with newsletter.	2. Vistit 9th grade classes with Conflict Resolution Team.
3. Assist students with 2nd semester course selection.	3. Develop group guidance activities based on needs analysis.
4. Test administration.	4. Small group counseling.
5. Assist students with 2nd semester adjustment.	5. Same as Educational Planning Team.
6. Assist students/parents with fall class scheduling.	6. Continue with classroom group guicance or classes.
7. Conduct all surveys and follow-up activities.	7. Continue small special need groups.
8. Develop and conduct carrer/educational activities such as GIS, Financial Aid Nite, etc.	8. Conduct parent groups for specific needs.
9. Prepare students for Fall.	9. Same as Educational Planning Team

This plan does not mean that:

- All counselors are not involved in the scheduling of students.
- The Education Planning Team members do not provide personal/social counseling.
- There is a fine line separating the two teams.
- People are permanently established on a specific team.

This plan does mean that:

- We are attempting to increase the scope of our guidance program and be more pro-active.
- We are attempting to obtain more balance in our educational, career, and personal guidance and counseling activities.
- We don't have the answers but we are looking.

ROOSEVELT COUNSELING TEAM JOB DESCRIPTION

Advanced Education Counselor

- Seeks accomplishment of the Advanced Educational outcomes
- Coordinates the post secondary information network for the school
- Disseminates post secondary information to staff and students
- Coordinates advanced education representatives visits
- Maintains the scholarship file
- Coordinates post-secondary testing information (ACT, SAT, TOEFL, PSAT, AP0
- Plans advanced education events
- Coordinates Senior Survey
- Takes advanced education visits and tours

Occupational/Career Domain and Personal/Social Counselor

- Seeks accomplishment of the Occupational/Career Domain Curriculum
- Teaches Occupational/Career domain topics in the guidance class
- Coordinates career shadowing program
- Coordinates career inventories and career reading activities (ASVAB, DAT, SDS)
- Provides resources in career planning and career goal setting
- Assist with readiness skills for entering the job market
- Relates curse work with career readiness
- Organize the career speaker program (Explores Career Awareness)
- Collaborates with Work Experience, New Horizons, SWS Work Coordinator
- Coordinate inf.. for Central Campus

Educational/Academic Domain and Records Counselor

- Coordinates new student orientation
- Maintains the education and career planning folder
- Seeks accomplishment of the Education/Academic domain curriculums
- Coordinates study skills
- Coordinates Educational/Academic domain topics
- Monitors academic progress and educational achievement of students (credit checks, etc.)
- Coordinates student registration
- Summer School notification letters
- Reclassification
- Maintains student schedules

Personal-Social Domain/School-Within-A-School Counselor

- Seeks accomplishment of the outcomes in the Social/Personal Domain
- Coordinates the SWS Program
- Coordinates the group counseling program
- Promotes drug awareness and drug education
- Coordinates the peer-helping program
- Develops, presents, and evaluates the curriculum in the SWS Guidance Class
- Coordinates crisis intervention
- Coordinates in-school programs
- Provides a resource network to community
- Assists students with personal/social adjustment

Response Counselor

- Takes care of all facets of the daily Guidance office routines such as: teacher referrals, student self-referrals, teacher inquiries, phone calls
- Logs, contacts with teachers, students, parents and the community
- Supervised the completion of the daily log

Student Services Coordinator

- Coordinates external and internal testing
- Guidance program manager
- Coordinate personnel, persons and programs assigned to Guidance Department
- Coordinates the Guidance budget
- Coordinates a master calendar for the Guidance Department

Analysis of 1992-93 Case Studies from Smoother Sailing Program

As part of an ongoing evaluation effort, Smoother Sailing counselors selected a "typical" student they had worked with during the year and prepared a brief case study. The cases give a flavor of the types of problems encountered, the range of data obtained, the types of interventions tried, and the counselors' assessments of the results and their predictions of outcomes over time.

Background on Students: The 18 (5 female and 13 male) students in the case study included 11 primary students, and 7 intermediate students. Students were referred to Smoother Sailing by their classroom teachers (15) and by their parents (3).

Types of Referrals: Most teachers referred students to the Smoother Sailing counselor because of a combination of behavioral and academic concerns. While behavior most frequently appeared to be the initiating factor, teachers and parents also talked about the children's emotional states, academic performance, and in some cases, the child's broader family problems.

Behavior: In most cases, behavior problems were also affecting academic performance and the child's ability to function in the classroom. The following case is typical:

The child is a primary student who was referred to me by the classroom teacher. He had difficulty following directions, staying on task, and interacting with his peers. His impulsive behavior was disruptive to the others in the classroom and his academic progress. He became very frustrated with assignments and wanted individual attention. (Case 12)

Family-related problems were mentioned 9 times, often in relation to the student's behavior problems. For example, the child above who was having difficulty in the classroom was living in a shelter with his family. A few of the families faced short term adjustments, but most were much more severe and pervasive, such as John's situation:

I talked with John's classroom teacher and his legal guardian (another family member). They indicated there is a history of substance abuse and an at-risk environment for John and his younger sister. John was placed in foster care when he and his younger sister were found home alone. John had not seen his mother for five months. She had been incarcerated and was in a halfway home. Other changes in family makeup occurred during the months of separation and his mother is attempting to regain parental rights. (case 15)

Five of the cases referred to concerns about the student's **academic progress**; these students typically had difficulty completing tasks, were easily distracted, and did not follow directions well. Sometimes, descriptions of academic difficulty were accompanied by descriptions of behavioral problems. In other cases, though, the child became more withdrawn.

Sources of Data: Smoother Sailing counselors gathered data from many sources, typically 5-6. to help them understand the child's circumstances. Data sources included interviews with the child, teacher and parents, reviews of school records, attendance records and cumulative folders, and observations in various school settings. In three cases, they worked with the team in the school, with medical doctors, and with school psychologists.

Interventions: Using the data they had gathered, the counselors initiated a variety of interventions, including individual and group counseling sessions, establishing behavior plans and monitoring them, communicating with parents, and working with outside agencies.

The most frequently mentioned strategy was **individual counseling** (16 cases). Counselors often met weekly for 20-30 minutes with the child to work on the problem that had been identified. The following example is typical:

I have been meeting with the child weekly for 20-30 minutes to focus on self-esteem issues, improve peer relationships, and focus on motivation to complete tasks. "I can and I will" goals were shared. The child participated in small group focusing on feelings and friendship and group guidance. The child was very anxious to come to my room and wanted to spend time each day with me. (case 12)

Another frequently used strategy was to establish a **behavior plan** (10 cases). Frequently such plans required consistent **monitoring**. The following example illustrates the combined strategies of behavior plans accompanied by consistent monitoring and communication:

I met with the teacher and the BIC team met to develop an intervention plan to address verbal refusal to complete tasks and follow directions. The plan was shared with mother and her responsibility was to talk with her son each night about his work and daily behavioral plan, sign it, and send it back to school. Enhancing communication and accepting responsibility for both mother and son were positive benefits. I was in regular contact with the teacher and child about his progress and reinforced the teacher's expectations. (Case 12)

In at least 4 of the 18 cases, the counselor responded to the complexity of the problems by coordinating the services of a variety of professionals in the community. The following example is typical of the Smoother Sailing counselor's role in seeking further assistance:

The Smoother Sailing counselor scheduled weekly, half-hour sessions for the student using [counseling through play] for approximately 15 weeks. The Smoother Sailing counselor reported suspected physical abuse to CPI. The counselor developed a reward system for classroom behaviors desired. As a member of BIC, the counselor suggested interventions such as A.C.E.S evaluation by an outside agency, social worker intervention for attendance problem (home visits, parent interview), [medical evaluation],referral to mediation for poor attendance and parent conference (case 6).

Results: Most counselors reported some success, particularly with **behavioral plans** and **individual counseling** sessions that focused on helping the child function more effectively in the classroom and with others. The following example is typical:

The teacher noticed an almost immediate positive change in Scott's level of disruption. The number of disruptions dropped considerably and it soon became apparent that we could lessen the number of cards given. We dropped the number to 20, then 15, and finally to 10. At this point three different periods of time have been chosen and Scott continues to make good progress (case 3)

Counselors also reported that some students improved in their **social behaviors**, and again attributed it primarily to individual counseling sessions and carefully monitored behavioral plans. For example:

My observation of Lisa is that she is needing less negative attention. Her self talk in improving. She doesn't have as many friendship problems. She seems happier and calmer in the classroom. (case 2)

Counselor reports on **academic improvement** were either non-existent or mixed. Most counselors did not refer to academic improvement in the case studies; of the three who did, one reported specific aspects of academic progress, one reported mixed progress, and one noted that the social behavior improvement had not yet been accompanied by academic progress.

Follow-up: Follow-up strategies included a continuation of the behavioral plan initiated during the case study period or a shift in the plan from an emphasis on social goals to a focus on academic goals. In three cases, the students had reached a crisis stage; one child entered a residential treatment facility, another began work with a psychiatric clinic, and a third moved several times, but through *the Smoother Sailing counselor follow-up, networking and referrals, the student is now receiving services consistent with the previous program designed by the Smoother Sailing counselor* (case 6).

Summary: The eighteen case studies provide insight into some of the characteristics of the Smoother Sailing program's strategies and potential for success. In these eighteen cases, the program uses multiple sources of data to understand the problem; involves many people from the school, family and other agencies; uses multiple strategies to solve problems, and provides consistent, careful monitoring. Counselors rely heavily on designing behavioral plans to address issues with frequent individual counseling. They spend time communicating -- talking with the child, teachers, the family, and other agencies. The program appears to be most successful in helping children learn strategies that give them control over their own behaviors. As a consequence, several of the children seem happier with school and themselves.